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ABSTRACT

A special issue of the Journal of Refugee Education devoted to the Galang (Indonesia), site of the Overseas Refugee Training Program, contains these articles: "Origins of the Galang Program: A Historical Perspective" (Melvin E. Frarey); "'I Can't Believe I Am Flying over the South China Sea...'" (Elizabeth Tannenbaum); "The Beginning" (Fred Ligon); "ESL World" (Jon Phillips); "All Is Clear under the CO [Cultural Orientation] Sky" (David Ancel, Kathleen Hamilton); "Work Orientation" (Chuck Schumacher); "Administration in the Field" (Larry Ritter); "Galang As We See It" (Galang Refugee Processing Center staff); "Back Again" (Linda Schneider); "'Cultural Forum': Galang's Own Magazine" ("Cultural Forum" staff); "Processing U.S.-Bound Refugees in Indonesia" (Alan Barr); "The Learning Center" (Galang Learning Center staff); and "Learning English Begins with RESL [Regular English as a Second Language]" (Michael Kendellen). (MSE)

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a journal of refugee education

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Special Galang Issue

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Dedication

In the five and a half years of its existence, the Overseas Refugee Training Program on Galang has graduated 20,436 students. These refugee students and their family members constitute some 36,000 people whose lives, we believe, have been affected for the better because of what they learned on Galang. Since the Consortium began its work there, 90 Americans, 300 Indonesian teachers, and 50 administrative staff have contributed to the success of the IESL and RESL programs. It is to the staff — particularly the Indonesians, without whom nothing would have been possible — that this special issue of *Passage* is dedicated.

In This Issue

Galang Refugee Processing Center began training Indochinese refugees in June of 1981. At that time, Galang was one of six program sites in Southeast Asia. The others were in Nong Khai, Ban Vinai, and Phanat Nikhom in Thailand; Hong Kong; and Bataan in the Philippines. Since then, the Hong Kong program has been closed, and the three Thailand sites have been consolidated in Phanat Nikhom. In December 1986, Galang's last cycle of refugee students left for the U.S.

Galang, like each of the other sites, has made unique contributions to the Overseas Refugee Training Program. This issue of *Passage* documents many aspects of the Galang program: its accomplishments, challenges, and special character. The articles have been written by recent and past Galang staff who describe their daily routines and the complications of living and working on Galang, of building a training program dedicated to quality, using innovative approaches to meet students needs in an atmosphere of mutual respect and cooperation among Indochinese, Indonesian, and Americans. It is hoped that this special issue is a means of sharing some of the expertise, enthusiasm, and experience that the staff brought to refugee education.

Origins of the Galang Program: A Historical Perspective

Melvin E. Frarey
Save the Children Federation, Westport, Connecticut

In July 1979, as the number of "boat people" leaving Vietnam reached crisis proportions, the situation of Vietnamese refugees on the outer islands of Indonesia became desperate. Various government and private relief agencies were offering aid to combat both mental and physical difficulties suffered by tens of thousands of refugees camped on the island. But the sheer size and complexity of the problem cried out for more lasting solutions.

Before 1979, most of the boats leaving Vietnam headed for Malaysia, rather than Indonesia, because the distance from Vietnam to Malaysia was shorter. But when Malaysia began rejecting arrivals in June 1979, the small, frail boats heading into the South China Sea began to land on the island of Jemaja, in the outer islands of the Anambas in Indonesia, 400 miles from Singapore.

Indonesia was generally receptive to the arrival of the refugees. Inhabitants of the sparsely-settled islands tried to help the refugees, many of whom arrived hungry, weak, and ill. Some tensions developed, however, especially when refugees, in search of wood to improve their palm shacks, cut down local residents' rubber, coconut, and clove trees — investments that took years to produce any significant income. Unable to barter in the local language, refugees paid high prices for things they found in the local economy, thus driving up prices for local residents. However, in the Indonesian spirit of *Pantjasila* — a spirit that combines tolerance and cooperation — most local people accepted the large influx of people. By July 15, 1979, 44,300 Vietnamese refugees had landed and established themselves on the island of Jemaja in two sprawling camps known as Air Raya and Kuku. This is where the Galang program began.

Air Raya camp, Jemaja island, 1979.

Photo by Mel Frarey.

Assessing the Situation

As the situation of the refugees on the Indonesian islands in the South China Sea worsened, the alliance of Save the Children organizations in Austria, Canada, Denmark, Norway, the United Kingdom, and the United States contributed an initial $600,000 in response to appeals for aid.

Save the Children teamed up with the American Council of Nationalities Service (ACNS), which was already at work on the islands processing refugees for resettlement in the U.S. Wells Klein, executive director of ACNS, and I made a trip to assess the refugee situation in camps on Jemaja, which in early July were accommodating 31,250 refugees.

We traveled to the islands by seaplane provided by CONOCO, the American oil company whose oil rigs in the South China Sea had rescued hundreds of refugees drifting in boats without water, food, or power. We traveled with Dr. Soedibyo Sardadi, medical director of the Indonesian Red Cross (PMI). The trip around the islands was made in a refugee boat, a wooden fishing boat barely 25 feet long that had been home to 170 persons on the journey from Vietnam.

Conditions in the camps were appalling: no medicines, limited water supply, overcrowding, poor sanitation. Nevertheless, the will to survive had forged a buoyant spirit and a self-reliant attitude.

Refugees had organized themselves into committees under the leadership of their boat commanders. Refugee doctors, nurses, engineers, technicians, teachers, and school administrators provided services. The camp committees emphasized the urgent need for supplemental feeding for young children, for medicines and equipment to supply makeshift clinics set up by the doctors, and for schooling for children and adults. Most wanted to go to the U.S. Realizing that their future in the U.S. depended on learning English and understanding American customs and cultures, refugees emphasized over and over again a need to learn English. And many felt that even if they were rejected by the U.S., some knowledge of English would open doors to other countries.

Pier at Kuku Camp on Jemaja island, 1980.

Photo by Mel Frarey.

Assistance

As boats continued to land daily, UNHCR and UNICEF rushed in food, medicine, and plastic sheeting for housing. Experts came to see how the water problem could be solved. The Indonesian navy took on responsibility for transport and logistics. PMI, assisted by the League of Red Cross Societies in Geneva, was assigned responsibility for medical care. The German Red Cross hospital ship *Flora* and the International Committee for the Red Cross provided additional medical services. The French medical agency, *Médecins sans Frontières,* sent doctors and nurses to establish a hospital at Kuku camp. World Vision chartered a ship called the *Seasweep,* which became a mobile hospital, as did three French ships: *Cap en Amour, Ile de Lumière,* and *Port de Lumière*. Voluntary contributions in Norway equipped a brand new freighter, the *Lysekil,* based in Singapore, to transport refugees stranded on oil rigs and isolated islands. Save the Children Alliance gave emergency aid and carried out a child nutrition program that produced supplementary food packets for all children in the camps up to age five.

It took about two months of negotiations with the Indonesian government to establish an agreement and the framework for an assistance program, which included a provision for cultural orientation and English as a second language. At the time, the UNHCR office in Jakarta had an acting director and a secretary. The acting director sensed the urgency for non-governmental organization channels of assistance to supplement UNHCR and gave his support to proposals we had put before the Indonesian government.

The U.S. State Department Office of Refugee Coordinator (REFCOORD) for refugees in Indonesia had been established in Singapore by the time of my arrival in July 1979. Also in 1979, an Office of Refugee Programs was established to consolidate the refugee activities of the Department of State in Washington. This office had bureau status, and subsequently became the Bureau for Refugee Programs. Representing a non-governmental voluntary agency, I had no official status with the U.S. government. Nevertheless, the REFCOORD in Singapore and the U.S. Embassy in Jakarta helped with introductions to appropriate Indonesian authorities. Along with the Joint Voluntary Agency (JVA) and the Intergovernmental Committee for Migration (ICM), the REFCOORD was putting in motion the mechanism to deal with the doubling of U.S. admissions (from 7,000 to 14,000 a month). At the UN Geneva Conference in July 1979, many countries had also pledged support to refugee resettlement by nearly doubling their commitments.

On July 1, 1979, the Indonesian Ministry of National Defense took over coordination of the Indochinese refugee problem. General Leonardus

A boat of refugees arrives at Jemaja island, 1979.

Photo by Elizabeth Tannenbaum.

Murdani was named head of P3V (*Panita Pengalolahan Pengungsi Vietnam* — Committee for the Coordination of Assistance to Vietnam Refugees). He was ably assisted by Colonel Mohammed Said, who was the principal liaison to foreign organizations and to the field. The area naval commander, Admiral Kunto Wibisono, chaired the local P3V committee in Tanjung Pinang with organizational authority to oversee and coordinate all relief functions performed by private and government organizations.

In August 1979, Save the Children and the Experiment in International Living reached agreement to work together as a consortium to design and

"I can't believe I'm flying over the South China Sea..."

In the fall of 1979, Elizabeth Tannenbaum from the Experiment in International Living made a needs assessment trip to the refugee camps in Indonesia. The following excerpts from her diary offer a personal view of Galang's early days.

Tuesday, Sept. 25, 1979. Enroute from Brattleboro, Vermont to Singapore.

Coming down through the clouds over the South China Sea, I can't believe the Vietnamese could have travelled across this huge body of water in those tiny boats pictured in *Newsweek*. We pass over the coast of Vietnam. It looks like a tropical paradise from the air.

Wednesday, Sept. 26. Singapore.

Meetings all day — meeting the players. We learn that most refugees are in two camps, Air Raya and Kuku, on the island of Jemaja, a tiny speck on the map and a long way from land. JVA staff travel by helicopter, but we'll travel there on a Norwegian container ship, the *Lysekil*, which is carrying medicine and food supplies to the refugees. Maybe it will leave tomorrow.

Friday, Sept. 28.

We visit Hawkins Road refugee camp in Singapore — 2,000 people in space designed for 800. The ESL classes are taught mainly by expatriate volunteers who live in Singapore. Students study on the grass outside the office. We wander among three classes listening to the teachers and talking to Vietnamese who aren't studying. There are lots of kids who want to touch us and follow us around — one young girl takes my hand and walks with me through the camp.

Saturday, Sept. 29.

I spend the day buying mosquito nets, canteens, and taking passports to customs. We should leave tomorrow for the Anambas. We try to figure out what we'll need, which is difficult when we have no idea what to expect.

Sunday, Sept. 30.

We're at Clifford Pier, ready to go out to the *Lysekil* in a sampan, a flat-bottomed Chinese boat. The elderly sampan driver explains that when a sampan is built an eye is painted on the front to signify that it's alive. The eye guides the boat safely to harbor every evening.

We got on board and are shown to our "room" — a large, air-conditioned, aluminum cargo container, equipped with bunk beds, a bathroom, and wonderfully soft Norwegian quilts. Another delay — the medical supplies haven't been loaded, so we go back to Singapore.

Monday, Oct. 1. On board the *Lysekil*.

We're finally off — with the lights of Singapore flickering on the water. I realize that this morning my colleagues at the Experiment back in Vermont are giving the Michigan test to a new cycle of students. It strikes me that no one at the Experiment has heard of the Anambas, and no one here has heard of Brattleboro.

Wednesday, Oct. 3. Jemaja Island.

We sail all night and reach Jemaja island, an island of palm trees, white beaches, small fishing huts, a few sailboats, and the Indonesian town of Latung. We round a bend and see Air Raya refugee camp and, a little further on, Kuku camp. From a distance, Air Raya looks like a very densely populated Indonesian village with thatched-roof huts, and a harbor full of many boats and lots of kids swimming. As we come in to shore, we see that the boats are the ones the refugees escaped in. No number of pictures on the nightly news could have impressed on me the small size of these boats.

The camp is full of one-room thatched-roof huts with sleeping platforms covering most of the area inside — all built by hand with very few tools. Flowers and vegetables grow in almost no space at all. Lots of coffee shops and little stores selling everything from fruit to shampoo. The dentist chair in the infirmary, made entirely from local materials, is a work of art.

operate a one-year program of ESL with funds provided by Save the Children. Phyllis Dobyns from Save the Children and Elizabeth Tannenbaum from the Experiment in International Living were dispatched in September 1979 to the Indonesian island camps to assess the nutrition and language needs and to plan the implementation of a program. Their survey results were presented in an October meeting called by the UNHCR deputy representative for Indonesia and attended by the Experiment in International Living, Save the Children, Ford Foundation, and Asia Foundation representatives. UNHCR accepted the Consortium proposal and began plans for start-up of the language and nutrition programs.

The camp leader is an ex-military Vietnamese officer. He says this is his last chance to help his people before they are separated. We hear so many heartbreaking stories about escapes and families left behind.

Friday, Oct. 5.

Children's Day celebration. Amazing to be out in the open under a full moon with a stage made of trees from the surrounding forest, microphones mounted on wooden stands, and guitar players playing American, French, and Vietnamese songs. We hear that Joan Baez is being flown in to perform here next week!

Saturday, Oct. 6

We're awakened at six by the P.A. system giving the morning announcements. It goes almost 24 hours a day. We spend the morning talking to the Vietnamese teachers and finding out what kind of program they want. Later, at the hospital, we weigh screaming babies.

Sunday, Oct. 7.

Our one day off so we go swimming. We borrow snorkles and look at the most beautiful coral I've ever seen. But we have to go several miles down the beach since the latrines drain into the ocean around the camp.

Monday, Oct. 8. Tanjung Pinang.

We collect our ESL survey information and fly back to Tanjung Pinang and the 20th century on a helicopter leased for JVA use. I can't believe I'm doing this — flying over the South China Sea in bright sunshine. Everything is so green. Back in Vermont, leaves are turning and it's getting cold.

Tanjung Pinang is the center of refugee operations with UNHCR, JVA, League of Red Cross Societies, and PMI offices. Transportation is by motorcycle taxi. All the cars are 1950s vintage.

We sit by the harbor and watch the sunset, then have dinner in the stalls in an area which becomes a parking lot by day. You pick out what you want from the different food stands and eat under the stars while cats and dogs wait for scraps. A dog mistakes my leg for a fire hydrant. I spend the evening talking with refugee workers about our trip and what kinds of programs make the most sense. It's hard to sound professional with a wet leg.

Wednesday, Oct. 10. Galang.

We arrive on Galang in a slow speed boat and hitch a ride to the camp in a truck. We travel a mile and a half over a bumpy dirt road through the jungle. At one point, I step in some mud and lose my flip-flop forever.

Construction is mostly pre-fab architecture. We meet the camp committee and discuss nutrition and education programs.

Friday, Oct. 12.

We make another trip to Galang, this time in a storm. We get drenched. Wish these boats had the "safety eye" like the ones in the Singapore harbor. I've had about every transport experience imaginable.

We're invited to the dedication of the new Buddhist temple, which sits on top of one of the hills that overlooks the camp. Everything is elegantly done — beautiful flowers, monks in orange robes, fruit baskets in front of the altar. I'm impressed that Vietnamese culture has been so well preserved on this remote island. The only problem with the evening is that I lose my balance going down the hill after the ceremony, slip in the mud, and fall to the bottom of the hill. The Vietnamese try hard not to laugh at the clumsy foreigner. It was definitely a chore to get all the mud off with only a bucket of water for bathing.

Tuesday, Oct. 16.

We've worked all weekend to produce a proposal for SCF/EIL language and nutrition programs. Now we're off to Jakarta with our proposal to talk to UNHCR. Real culture shock in a hotel with hot water and international cuisine. I destroy the drain in the bathtub and the retractible clothesline. How soon we forget how to use modern facilities!

Home to the U.S. We need to hire staff and get a program going right away. Someday we'll have a wonderful vacation in Asia and see all the tourist spots — but these past few weeks have given us a unique experience that will never happen again.

The Consortium Proposal

The Experiment in International Living and its School for International Training, in cooperation with Save the Children, proposed to send a team of five professional teacher trainers and one program manager to work in the Riau province refugee camps. They would live in the camps and work to:

- develop a teacher training program for the refugee language teachers
- provide English language teaching material oriented towards communicating in and adjusting to a new country
- help develop a curriculum for different ages and interest groups, with an emphasis on instruction for those aged 15 and above
- develop a program of cultural orientation to resettlement countries, as part of the education program.

The primary objective as stated in the program proposal was "to prepare refugees for resettlement by helping them acquire the language facility and cultural information necessary for adaptation to a new country."

The plan for sending five expatriate teacher trainers was a modest one: one each in the two Jemaja camps, one for several camps on Bintan Island, and two for Galang. They were to live in the camps and move as the refugees moved to new locations.

Implementation

Air Raya and Kuku camps on Jemaja, with a combined population of 26,000, had identified teachers, organized schools and begun language classes in English, French, and German. In the smaller camps on Bintan Island, with a population of 5,000, the refugees were interested in starting a school but had made no formal plans. At the just-opened first asylum camp — Site 1 on Galang, with a population of 8,000 — teachers had been identified, and a few classes had begun.

Setting up school classrooms at Kuku camp, Jemaja island, December 1979.

Photo by Mel Frarey.

Classes were taught by refugee teachers. From the outset, any idea of supplying large numbers of foreign teachers was ruled out. In this early stage of program planning and implementation, the focus was on how to use the refugees themselves as human resources.

The refugee teachers were using materials familiar to them — traditional books emphasizing reading, writing, and grammar. Their approach was a combination of traditional audio-lingual and grammar/translation methodologies. But the 1979 survey pointed to the need for materials with practical vocabulary to help refugees function immediately in survival situations. The new emphasis would be on the spoken language and on cultural information necessary for initial adaptation to resettlement countries. To make learning as relevant as possible to anticipated refugee needs, classes were to be formed on the basis of age and interest.

The functional rationale for the IESL/CO programs had been born. Needed were (a) a practical approach using real-life language; (b) methodologies that de-emphasize the teacher and place more responsibility for learning on the students; and (c) teacher trainers experienced in newer methods.

The program manager and five master teachers/teacher trainers from EIL arrived in Tanjung Pinang, Bintan Island — the field base headquarters for the program in December 1979. Each staff member organized activities within the overall program design. Training of Vietnamese refugee teachers was the major emphasis.

Living conditions in all the camps were difficult. Because of logistic problems, much of the teaching material was produced on the spot. Tapes and slides were used liberally. Radio broadcasts over camp loudspeaker systems offered conversational English every evening.

The Refugee Processing Center

The number of new refugee arrivals in Indonesia dropped sharply in the months following the July 20-21, 1979, Geneva Conference called by the UN Secretary General to seek pledges from the international community for funds and increased resettlement placements. Rough seas and a harsher policy by the government of Vietnam discouraged boat departures.

The monsoons starting in October brought the full force of winds and rain to the Anambas and Natuna islands. The 40,000 refugees on Jemaja Island were dangerously exposed. It was feared that the route for supplies covered too great a distance.

Refugees studying in tent classroom, Kuku camp, December 1979.
Photo by Mel Frarey.

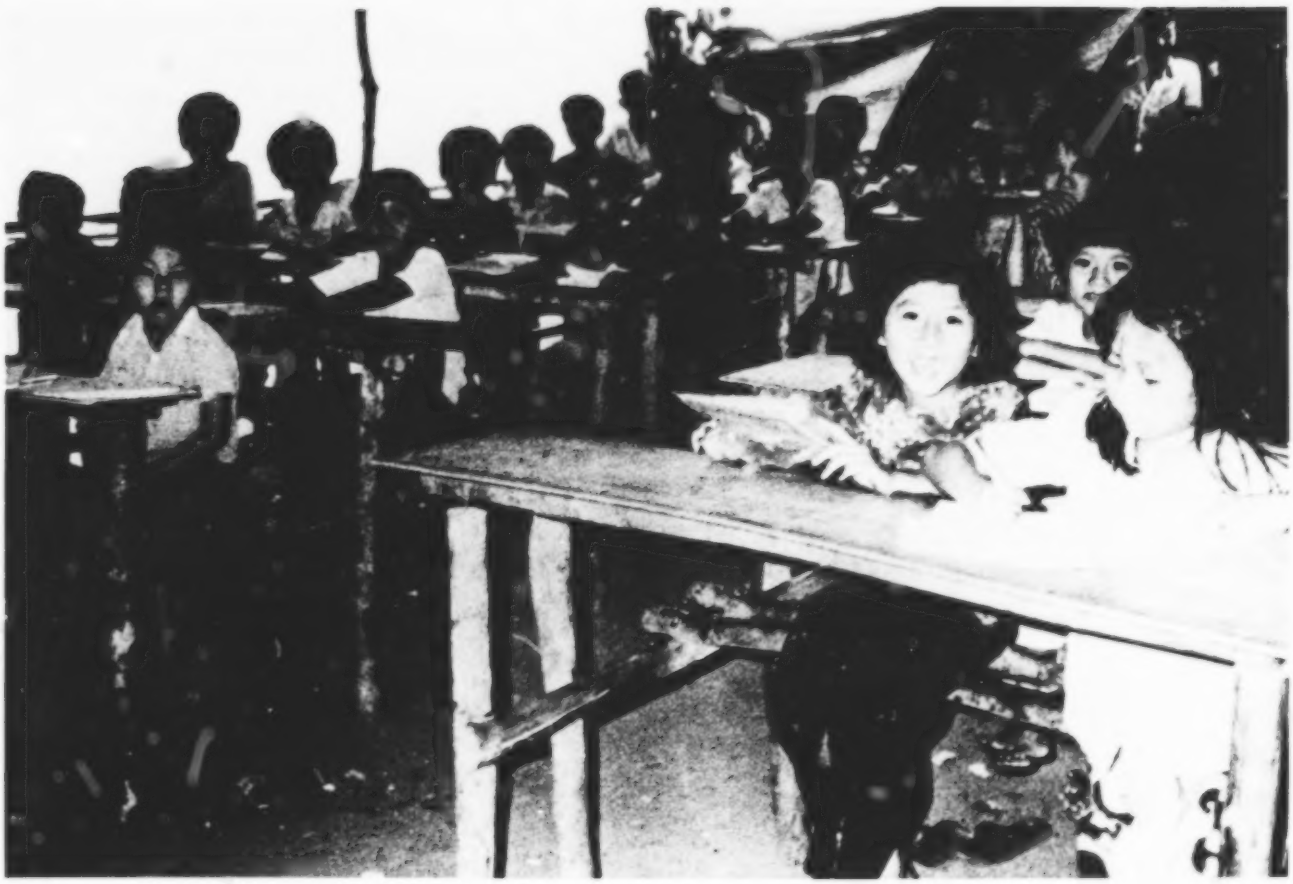
And crowded camps brought concerns of fire and outbreaks of epidemics.

Earlier that year, Indonesian Foreign Minister Mochtar Kusumaatmadja had offered the island of Galang as a refugee processing center. Located 40 miles from Singapore, in the Riau Archipelago off the southeastern coast of Sumatra, Galang was to accommodate 10,000 refugees. The offer was made with the twofold understanding that third countries would guarantee eventual permanent resettlement elsewhere of all refugees, and that the UNHCR and interested countries would finance center operations. Construction of the refugee processing center (Site 2) began in early 1980 and was not completed until the end of the year.

Accommodation to the realities and needs of the situation required considerable improvisation. For instance, the Indonesian government preferred that all supplies be purchased in Indonesia. While day-to-day supplies could be purchased in Tanjung Pinang, books, reference materials, office-size typewriters, duplicating machines, slide projectors, tape recorders, etc., could more easily be procured in Singapore. However, shipping details were time-consuming and required import permissions, customs export clearance in Singapore, customs clearance in Indonesia, finding boats to take the shipments, and warehousing of supplies.

Program Revision

In March 1980, the ESL/CO program underwent extensive revision. In February and March, large numbers of refugees were transferred to Galang from the outlying camps on Bintan and Jemaja islands. The EIL language teaching specialists were



Kuku camp, December 1979. Early program design included classes for children.

Photo by Mel Frarey.

transferred to Galang. They became team leaders and in some instances did teaching in the classes. Plans were made to train teams of both Indonesian teachers and Vietnamese refugee teachers, in order to assure long-term continuity in the teacher supply. A "low-intensive" three-week pre-departure program was designed to provide ESL instruction to 1,000 students per month, with each student putting in 1½ hours of class and 1½ hours of laboratory and related activities per day, six days per week.

By the end of May, there was a rapid build-up of resettlement with departures of 4-5,000 refugees per month. The program was reaching 1,000 students a month, and more than 600 refugee teachers had been trained.

Since the inception of the program, the position of the Indonesian government was to limit the number of foreigners and agencies in the Indochinese refugee assistance effort. In May, approval was given to employ Indonesian teachers and towards the end of May, the first group of seven Indonesian teachers arrived on Galang. Daniel Yuliadi, Amrih Widodo, E. Sri Rosarioningrum, A. Nurbandana, B.B. Dwijatmoko, Wahyuni, Kristiati, and Leonard Triyono were pioneers, the vanguard for several hundred teachers who followed over the next six years.

Save the Children had provided funding support for the ESL program in Indonesia since December 1979. By May 1980, it was evident that funds would not last through July. To keep the program going, UNHCR granted $95,000 — and later $142,119 — for operational expenses through December 1980.

In February/March 1981, two project agreements between UNHCR and the Consortium of SCF/EIL evolved:

1. The Regular ESL Program would be continued. There would be five-week cycles over a one-year period (January 1, 1981 - December 31, 1981) for 12,500 students to be resettled in English-speaking countries.

2. An Intensive ESL/CO Program would be established, with 12-week cycles over a one-year

period (March 1, 1981 - February 28, 1982) for 4,800 students accepted for U.S. resettlement.

With the signing of these agreements, the program was firmly established and assured of adequate funding.

In April 1982, UNHCR IESL agreements were replaced with U.S. Department of State agreements, and funding of the program by Department of State continued to the end of the program.

The isolated island of Galang took on a beauty of its own in the eyes of those of us who lived and worked there, as well as in the eyes of over 100,000 refugees, mostly Vietnamese, who saw hope and opportunity for a new and challenging future. The program was not built to last through 1986, but it did. Its Regular and Intensive English as a Second Language (RESL and IESL), Cultural Orientation (CO), and Work Orientation (WO) training programs graduated close to 65,000 refugees. The governmental support and private aid are well-spent investments in people and in their capacities to survive.

Mel Frarey has worked in child welfare and community development positions in the U.S. and abroad since 1949. He administered refugee assistance activities in Korea for the American Korean Foundation following the Korean War. Since 1963, he has worked for Save the Children in field positions and at the headquarters. He is currently the Consortium Administrative Director and Save the Children's Indochina Refugee Assistance Director. Frarey has an AB in political science from Oberlin College and an MSW from the State University of New York.

The Beginning

Fred Ligon
The Consortium, Bangkok, Thailand

"It's not on any map I have," the librarian said. "It's an island near another island near Singapore," Claude Pepin said. "Not sure," said an Indonesian acquaintance. In 1981, not many people knew where Galang was located or anything else about it. While not exactly a household word in 1987, it is now known and fondly remembered by thousands of refugees, Indonesians, Americans, and others who have shared the Galang experience — a true and successful experiment in international living.

Before the Beginning

There are two refugee settlements on Galang. Beginning in 1979, Save the Children Federation (SCF) and the Experiment in International Living (EIL) had been operating a "regular" or first asylum ESL program in Site 1, funded by Save the Children. In addition, the program began similar work in Site 2, until a contract was signed with UNHCR in early 1981.

Howie Gutow, a former student at EIL, went to Galang in February 1981 and began to set up a Site 2 "regular" program. Communication systems were minimal and administrative systems had yet to be put in place. Howie's first attempt at creating a *thong bao* — a public address system — was to send a refugee up a tree with a speaker. Refugee teachers were recruited with a poster that read, "If anyone can read this sign, meet me here tomorrow." These rudimentary efforts succeeded because of the energy and motivation of many refugee teachers and students.

Howie organized refugee teacher recruitment for the "regular" program, proceeding through each of Site 2's five residential zones. Before that task was completed, however, the UNHCR contact for the Intensive English as a Second Language/Cultural Orientation (IESL/CO) program in Site 2 was signed. In April 1981, Howie was appointed ESL coordinator, and since a program manager had not yet been hired, he served in that role, too. He negotiated for office space and staff dormitories, while Joan Seeler, program manager for the "regular" program, recruited teachers, and Mike Novell provided administrative support several nautical miles away in Tanjung Pinang. Arrangements were made for facilities to maintain the program for its first five months: a dining room, a set of 36 adjacent dormitory rooms, and the "OK Corral" — a rickety wooden toolshed that would, after major structural surgery, serve as the program office and home to generations of rats.

The "OK" Corral. IESL's first office, supply room, Listening Center and training room.

Photo by Howie Gutow.

And Then There Were Five

The four supervisors who joined Howie in May 1981 to set up the IESL/CO program in Galang — Marilyn Blaeser, Mo Tejani, Patricia Bennett, and I — had little in common except U.S. experience in refugee resettlement and an interest in working with refugees in Southeast Asia. Our backgrounds and skills were different, and we had no previous connection to EIL, SCF, or to each other.

Upon our arrival in Singapore and Tanjung Pinang, the question we had asked ourselves in the U.S. — "Where's Galang?" — was replaced by others: "Where's the curriculum? What do the refugees most need to learn? What do we do about teacher training?" After years of history, of trial and error, success and failure, fun and frustration, we are still asking ourselves variations of these questions. But in April 1981, these questions were new for us, and the answers were still sketchy, with start-up only weeks away.

Start-Up

Those first weeks were a blur of long hours, sweat, and fried eggs. We typed and retyped the curriculum, wrote lessons, prepared trainings, unpacked boxes of books and supplies, ordered and created materials, interviewed and tested students, and typed up class lists — with little distinction made between night and day, work and play. The dining room served as our temporary office. A single-ring kerosene stove provided breakfast and

The Twelve Months of Intensive

(sung to "The Twelve Days of Christmas")

In 1981, everything was new. Everything became a landmark, a cause for celebration: the first cups and glasses in the dining room, our own roneo machine, the screens on the windows, moving our office out of the dining room, the first new vehicles, a cook. These were all milestones on the way to building what Galang would eventually become. The staff wrote many compositions to capture and memorialize the Galang experience. This oral history of songs, anecdotes, and stories surfaced every time a new staff member, visitor, or consultant arrived in Galang. It was our way of making everyone feel welcome and part of what had gone on before. Here's a song composed during the first year, to the tune of "The Twelve Days of Christmas":

In the first month of Intensive
There were only 21
AND WE STARTED UP
WITH NOTHING HERE AT ALL!

In the second month of Intensive
We started losing weight
CHICKEN BONES AND TEMPEH!

In the third month of Intensive
We finished Cycle 1
(WE) FINALLY HAD A RONEO!

In the fourth month of Intensive
The grave of Yar[1] was dug
WE GOT A T.V.!

In the fifth month of Intensive
We bought the Condor[2]
NO WATER YET!

In the sixth month of Intensive
We'd made it halfway through
AT LAST WE HAD AN OFFICE!

In the seventh month of Intensive
We hired substitutes
EVERYONE GOT SICK!

In the eighth month of Intensive
The teachers were relieved
THE CURRICULUM WAS "FINISHED"!

In the ninth month of Intensive
We started gaining weight
STEAK AND MASHED POTATOES!

In the tenth month of Intensive
The rats had gained weight too
USG[3] TOOK OVER!

In the eleventh month of Intensive
We lost Ayam Besar[4]
NOW WE'VE GOT HOWIE!

In the twelfth month of Intensive
We've made it through one year
WE ALL ARE GILA-GILA[5]!

1. Yar: administrative assistant. 2. Condor: boat. 3. USG: United States Government. 4. Nickname of program manager. 5. *Gila-Gila*: Indonesian word for crazy.

Excerpt from a Journal: August 14, 1981

A humid island morning as Barbara and I board the *Dino* for our first trip to Galang. It's an hour trip as we pass Penyangat (a former sultan's residence), sailboats carrying kids to school, small and large islands, and houses built in the water on stilts.

We arrive in Galang just after a boatload of refugees who are now squatting in a covered shelter. Leaving the pier, we look around Site 1, where children are lined up at a nutrition center getting milk — many beautiful smiles, hellos, and good mornings. Looking in the library, adults are reading and writing, looking very intent and earnest.

On to Site 2, where we visit a teacher training session and are surprised and pleased by the Indonesian teachers' grasp of English. Then, to our room: a 9' x 12' white cubicle. It's small, but new and clean. We'll make it home.

For lunch, we are invited to the Vietnamese Buddhist temple for a celebration honoring parents and lost souls. First, we are offered tea and cakes and then a huge vegetarian lunch. The sharing, preparation and love that went into this are evident. They have so little, yet gave us so much. Their genuine hospitality and use of English to welcome us is so polite and heartfelt, too. An auspicious beginning to our year here, I feel.

The celebration had started two days before with a candlelit procession to the beach to honor souls lost at sea. This had special significance when they told us about the 40 percent who leave their homeland and don't make it. Still they leave. Those we talked to were the lucky ones who survived. In the evening we return to the temple, its sign outlined with candles — a beautiful sight on the hilltop at night. As we walk back to Site 2, we stop for a lemonade in a coffee shop. With the candlelight, the beaded curtains, and the music blaring, it could be in Saigon, complete with a beautiful, long-haired woman behind the counter — everything softened and highlighted by the yellow glow of the candles.

Edson Whitney, early Consortium supervisor

an occasional snack; a cooking set designed for camping out supplied us with utensils and a small pot to boil water. Someone had a Swiss army knife. Everyone had plans and ideas. No one had enough time.

None of us felt we were laying down the foundation for a program that would expand and prosper over the next five years. Our field of vision was limited to the dining room, and the only future we contemplated was the impending arrival of 12 Indonesian teachers and 428 Khmer students. Carol Richardson, Lois Purdham and Luke Bailey joined us, and in no time it seemed they had always been there: Lois typing, Carol writing and planning, Luke ordering food for the kitchen, and everyone redefining and expanding what we meant by the term "supervisor."

The search for the CO curriculum did not take Pat and Mo long: There wasn't one. They spent hours debating and defining the survival needs of resettled refugees. Was it important to teach family planning, culture shock, house repair? Which should be stressed: Information? Values? Attitudes? Their deliberations resulted in a scope and sequence for a CO curriculum, including a list of topic areas. It was only when that job had been completed that they began writing detailed lessons and planning training sessions — another long, difficult process.

For the most part, the ESL curriculum had been outlined for us in a series of meetings that took place in late 1980 and early 1981. Our task was to reformat and type it to make it easier for the Indonesian teachers to use. We also had to collect or create materials for each lesson. In this effort, we

Kurdi, a first cycle cultural orientation teacher, catches a quick lunch after teaching and before the afternoon training session.

Photo by Fred Ligon.

First cycle teachers and supervisors preparing classroom materials in the dining area (at start-up this was training room, administration office and dining room all rolled up into one!)

Photo by Howie Gutow.

A view of refugee barracks from the water storage tank area.

Photo by Fred Ligon.

had help. RESL (the Regular English as a Second Language program) loaned us some of their materials and refugee staff, and with Howie's "PA system" we recruited a group of hardworking refugees who worked as artists, typists, and translators. With only an occasional soft drink as compensation, those aides (as would the many thousands who followed them) uncomplainingly donated time and energy in a team effort that impressed us all and produced excellent results.

With key staff positions still vacant and teacher recruitment proceeding slowly, we were sure that we would not make the deadline for start-up. There was too much to be done. But as Howie drove the jeeps around the zones so that Carol and I could glue class lists to the walls for the first cycle beginning June 24th, we experienced a giddy sense of accomplishment and relief. We had done it.

We hadn't, of course. Start-up didn't end with the preparation of the class lists and the first two-hour teacher training. One month of classes and training sessions later, we began another cycle with another group of teachers, and another group of students, including Vietnamese this time. And a month after that, there was a third cycle. And so it went. Start-up didn't end; it multiplied. We barely had time to catch our breath or to work on creaky parts of the curriculum. At times we passed lessons to teachers the day before they needed them. Occasionally, when we thought we were ahead of the game, we went to the beach. Or we went anyway, because we needed a break. We sometimes saw ourselves as a "MASH" unit, working under intense pressure but with more than a few laughs along the way.

Our conversation was sprinkled with words and phrases that only a couple of months before had almost no meaning. Howie's favorite in those days, "OK, let's comb that rat one more time," aptly described the tedious task of searching for names and numbers on long, faint class lists. The difficult job of preparing multiple copies of classroom and training materials without access to a roneo (duplicating machine) produced the cry, "Roneo, roneo, where art thou, roneo?" When we had to grapple with consultants' schedules, Elizabeth's solution was "Run 'em till they drop." And when fried eggs gave way to chicken every day, our new cook became affectionately known to everyone as Ibu Chicken. "Vampire time" was how we described the blinding midday sun as we made our way to the dining room or office.

When the OK Corral replaced the dining room as our office, everyone had to mount its giant steps each day for trainings, meetings, and checking out supplies. At the end of the day you might hear someone announce, "I'm brain dead." Or someone might be pointed out as the "drooler" in the corner — two common ways of describing the fatigue we often felt.

The program we put together in those first three months changed enormously. ESL jumped from two supervisors to five.* CO got a coordinator. A pro-

*The First Two Generations of Supervisors and Administrators: Howie Gutow, Marilyn Blaeser, Mo Tejani, Patricia Bennett, Fred Ligon, Carol Richardson, Lois Purdham, Douglas Pilbrow, Steve Grizzell, Robin Leopardi, Edson Whitney, Barbara Whitney, Chris Reznich, Michelle Noullet, Elizabeth Tannenbaum, Peter Falion, Terry Meersman, Kay Stark.

And Then There Was the Time . . .

Personal accounts of shared experiences are difficult to keep out of an account such as this. Here is a glance backward contributed by several early supervisors. **I Remember . . .**

Placement and Registration, a time of chaos and frenzy when everyone was expected to pitch in:
- the student in Ewol's class who took out her glass eye to show why she couldn't read
- the time we placed a deaf student in a Vietnamese class but forgot to tell the teacher

Coffee Shops run by refugees, who constructed them from scavenged materials and homemade decorations:
- everyone's favorite place for giving classroom feedback, planning lessons, drinking *da chanh* (lemonade)
- tapes of the Eagles, Santana, Boney M, and Abba; the anthem, "I Love You More Than I Can Say"
- the time Carol ordered a drink from a confused Vietnamese waiter ("A drink. You know, coffee, tea, Coke, Pepsi") and got them all in one glass

Graduations and CO Parties — small, intimate affairs and "Busby Berkeley-style" extravaganzas:
- Lois, backed by a Vietnamese band, belting out "Fame" to cheers and tears
- Tan, a wheelchair-bound student, giving a speech as the representative of his graduating cycle
- Michelle's performance as a snowflake
- Yuliade's moving rendition of a Vietnamese song that had students standing on chairs, wildly applauding
- "Get a Job," the song supervisors always sang at graduations until they were no longer asked to contribute to graduations
- how the auditorium almost collapsed the first Halloween when refugees snuck in through the ceiling, walls and floors to see the strange goings-on
- the time refugee kids ran in terror at a Christmas party when Howie, as Santa Claus, crawled through a window

Rats eating through our screens at night, crashing into one another as they ran through drainage ditches or "ratways"; everyone trying out ways to get rid of them — rat glue, pink pellets, rat tail collecting contests.

Everyday Life, also known as "Life at the stop sign":
- Toni, the ESL teacher, roller skating around the dorms, a disconcerting and alarming sound at 6:00 a.m.
- Carolyn Graham and Hasintongan leading everyone in a rousing version of the jazz chant "Downtown Bus"
- trying to assemble a complete chicken at dinner from twenty necks and feet
- the time when "hot" dancing was banned
- Steve's orientation: He arrived, was shown his room, was asked to fire someone, and then we all left for Singapore to attend a meeting, leaving him to contemplate the meaning of life in Galang
- hammocks, flip-flops outside the doors, bed slats turned into bookshelves, mattresses on the floor
- the time Howie and others, after failing to get a jeep out of a ditch using mechanical means, watched silently as a group of passing refugees easily lifted it out
- emotional departures at the pier, losing friends, anxiously watching refugees heading off to new lives

gram manager was hired. Both components hired teacher trainers and senior teachers. Curriculum materials went through many stages of revision. And much later, a new component, pre-employment training, was added. Little of what we produced in those days — curricula, teaching materials, training session outlines — remained in use in Galang through 1986. However, what did remain, I believe, is the spirit — the sense of being part of a team, the sense of purpose leavened with humor that developed from the way we got things done in those early days.

Of Beginnings and Endings

Galang has always been an experience associated with arrivals, departures, and endings. Living as closely as we did with refugees, we loved many of them as friends, not just as students. After the long hours of work, supervisors and Indonesian teachers alike looked forward to visiting with refugees in their barracks, in our dorm rooms, or in the coffee shops that sprang up in each of the camp zones. But then the students started to leave. The end of Cycle 1 produced a memorable graduation ceremony and

Graduation Ceremony for Khmer cycle. 1982.

Photo by Elizabeth Tannenbaum.

Kay Stark, ESL Coordinator, says goodbye to a refugee teacher aid.

Photo by Consortium staff.

"You're on your way." A refugee aide looks back at Galang one last time before boarding the boat to Singapore.

Photo by Howie Gutow.

Refugees depart Galang for Singapore where they transit before flying to the United States.

Photo by Howie Gutow.

a fair share of tears for everyone. One day those students were a constant in our lives, bringing joy, challenge, and companionship, and the next day they were gone. But the departure of Cycle 1 refugees was just the first of many endings, 41 to be exact. And now the IESL/CO program is closing. No more arrivals. A final departure.

Not long ago, I visited a restaurant in California with some friends. As we took our seats, a Vietnamese waiter ran forward, gave me a hug, and said, "How are you, Mr. Fred? How's Marilyn? Is Tuti still teaching in Galang?" That waiter made me realize that the closing of the Galang program should bring no tears or regrets. Galang was always a place for beginnings, too.

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Introduction to the Component Articles

The following three articles describe the heart of the Galang program: the English as a Second Language (ESL), Cultural Orientation (CO), and Work Orientation (WO) components. Each article presents one component from a unique perspective in an effort to express the "personality" of each, while describing how it functions. Some of the description is technical, some anecdotal; together these three articles convey a feeling for what it is to work in the Galang RPC.

One important feature of the training program on Galang is the integration of the three components. Integration has been essential in providing a sense of continuity for the refugees, who study all components during their 12- to 18-week stay. Because of inter-component coordination, the messages they receive in all their classes are consistent.

ESL and CO, which are studied concurrently, have been integrated in several ways. One way is through the timeline. CO information for each topic is taught before the corresponding ESL units. A CO unit on health, for example, will precede the corresponding ESL unit by several days, providing refugees with information in Vietnamese about hospitals, medicines, and illnesses. Then, in ESL classes students learn how to make appointments, read labels, and describe illnesses in English. The result is that refugees become familiar with new concepts in their own language and can then give full attention to language learning in the ESL class.

Another way that CO and ESL components are integrated is through joint simulations. These are large-scale mock-ups of banks, clinics, post offices, etc., in which language use is combined with a realistic application of CO information. Preparation for a simulation is carried out in ESL and CO classes. In CO, students learn what behavior is expected, what problems may arise, and relevant background information. In ESL, they practice the linguistic material they will need in the simulation. In both classes, there is follow-up discussion of the simulation afterwards.

Integration among components is also achieved through what we call "interfacing." Interfacing means that ESL and CO teachers who have the same students in their classes meet during the cycle to discuss individual problems, curriculum snags, and other concerns. This allows teachers to provide additional continuity between the concepts presented in CO and the language taught in ESL.

In the early days of the program on Galang, new teachers generally started in the ESL component. As part of their Phase I training (see "ESL World"), they were exposed to CO curriculum information, cultural points, and selected CO topics. In order to broaden their understanding of the refugees' needs, teachers were then urged to get experience in all three components while on Galang. The progression has usually been from ESL to CO to WO.

The three components are also integrated in teacher training. American supervisors from one component frequently train instructors from other components, and teachers from different components are occasionally combined for a shared training when the topic cuts across components. Teachers are also encouraged to join in cross-component observation/feedback or discussion. This lets each component's teaching staff become familiar with other teaching styles and content areas.

In addition, staff retreats and conferences attended by teachers, senior teachers, and expatriate staff of each component play a significant role in integration. Presentations and discussions at local retreats greatly facilitate communication between the components. Conferences in Singapore have resulted in curriculum revisions and the airing of major component issues. For example, at the September 1984 conference, a task force recommended coordination of teacher training and curricula among ESL, CO, and WO for A/B students. (On Galang, only A/B students attend WO). Cross-component teacher observations were arranged between WO and A/B level ESL and CO classes to provide better continuity between the 12 weeks of ESL and CO instruction and the six of WO that follow.

As the following articles make clear, each component maintains a distinct purpose and personality. However, they share many goals and ideas, and staff efforts toward integrating and coordinating the components have joined the three into one solid successful program.

ESL World

Jon Phillips
Galang Refugee Processing Center

One evening not long ago, I walked next door to the ESL realia room to visit Nguyen Trung Chau, a refugee aide who is the manager there. He was busy drawing visuals to complement the teaching unit on health. "Jon," he said as I sat down beside him, "I heard some serious duck news today. I heard the IESL program* will close, and cycle 41 will be the last." "Duck news" is Galang slang for rumors, and I'd heard this particular duck news many times in the past year. This time, however, the rumor was true.

After five years, the IESL program is closing. Now as we work against the closing date to complete our documentation tasks, it is time to look at the factors that have made the Galang program a success.

The IESL program on Galang is the smallest in the Overseas Refugee Training Program. It is also the most isolated, and because of travel restrictions, staff members are forced to remain on the island for months at a time, living side by side with the refugees. In these close living quarters, where our work literally surrounds us day and night, we maintain a consistently high level of performance and staff morale. There is a spirit and professional pride nurtured on Galang by the necessity of working and playing together at all times as a team.

In the context of the ESL component, the tight living arrangements make opportunities for staff and refugees to mix socially in a unique way. Refugees are therefore closer to the reality of the need for English to communicate, and this encourages them to practice what they learn in the classroom. The dual functions of supervisors as trainers/observers and the close personal involvement between supervisor and teachers add tremendously to the professional development and performance of all staff.

Galang — An Extended Classroom

English is learned through communication outside as well as inside the classroom. I remember when I first met Chau. He worked the evening shift in the realia room from six to nine, and several nights a week I would stop in for a little while to chat. At that time, his English was minimal, and he was very shy when talking to "the American." But he used the opportunity to practice the English he had learned in class, asking me about my family and about America. Gradually we got to know one another to an extent impossible in a classroom.

As Chau became more comfortable with me, there were things he wanted to tell me. He studied more, not only because he needed to speak English to survive in the U.S., but because he had a friend he wanted to talk to right here on Galang. I remember the time he received a rare letter from his family in Vietnam. He invited me to a coffee shop that night and told me some sad news from his parents. Besides being affected by the emotional content of his message, I was impressed that Chau felt close enough to tell me in English what he was feeling.

Friendships like this often develop between staff and refugees in much the same way. For example, the six or seven ESL supervisors are in the classroom every day of the week. They are there primarily to observe teachers in order to give feedback, but also to team teach, participate in classroom activities, and give demonstrations of teaching techniques. The first time the American supervisor attends the class, the teacher usually allows time for introductions and for the students to ask questions. This is supposed to be a free conversation time, when students use their English in a meaningful way. Invariably, however, at this first meeting the students freeze up and sit silently, most likely thinking, "What does this American expect of me?" But as the supervisor attends the class regularly and learns students' names, the American becomes familiar, a person with a name. Later, the

*The training program for U.S.-bound refugees on Galang is referred to here as the IESL program, i.e., the Intensive English as a Second Language program. This title — or IESL/CO — was the one usually used on Galang.

supervisor may see a few of these students around camp, and a more casual relationship may begin to develop.

I remember a particular C-level student. He was a good student, but he always looked very sad. I found out he had received a letter from Vietnam informing him that his parents had escaped, but he hadn't heard any news after that. He was naturally very anxious and worried about their well-being. One day as I was walking by the Zone C coffee shop, he called me over to drink coffee with him. His sad look was gone; he was excited and happy now. After our initial greetings, he told me that his parents had finally reached Kuku Island. Each time we met after that, he would tell me the most recent news about his parents.

Student-Staff Working Relationships

The knowledge and confidence that Vietnamese gain by being around unfamiliar cultures on Galang are important, especially considering the adjustment they will face in the U.S. The more than 50 Vietnamese volunteer aides who work in the ESL component see the value of this contact with foreigners. In turn, we value their help tremendously; they enable our program to function. They receive no direct compensation for the work they do as artists, typists, listening center teachers, or video equipment operators for ESL or other components. Curious about this, I asked Chau what motivates them to volunteer. He replied that one of the main reasons people volunteer is the daily personal interaction they have with supervisors and teachers.

Each group of aides works with an Indonesian senior teacher and a supervisor. Beyond the contact the aides get through routine supervision and training, there are extra opportunities to use English. Special English enrichment classes are offered by volunteer staff, and a Friday "Happy Hour" in the coffee shop provides a chance for aides, supervisors, and senior teachers to meet and socialize over beer and peanuts. The personal involvement and support motivate our aides to use their English and enhance their individual job performance, which benefits the entire program.

Teacher-Supervisor Relationships

The same total involvement exists between teachers and supervisors as between students and staff. Our program is so small that supervisors have to be involved in everything that goes on: curriculum writing, materials development, observation and feedback, working with individual teachers at all phases of professional development, placement testing, and administration. This active involvement in every element of the program gives us an overall perspective that makes our work here that much more effective. We can understand and communicate better with our teachers because we work together in so many ways, and our refugee students benefit from this communication.

All the Indonesians hired to work in the ESL component are experienced teachers with an excellent command of English. Nearly all are graduates of teacher training colleges, where they have become effective teachers, expecially of a grammar-based approach to ESL. When they come to Galang, we increase their effectiveness by providing daily training in the use of practical activities and theories of learning for a competency-based approach.

Teacher Training

Our teacher training in ESL uses a phase system of teacher development, with specific competencies for each phase. As teachers move from Phase I to Phase III, they enjoy increasing independence from trainers and supervisors.

In Phase I, teachers are trained in the practical aspects of teaching, emphasizing activities and techniques directly related to the curriculum. The daily training addresses the "what" and the "how" of daily classroom instruction. Supervisors and experienced teachers provide the necessary guidance and direction.

ESL teachers discuss techniques during a training on Community Language Learning.

Photo by Julianto Djajakartika.

Michael was an Indonesian teacher I worked with for two years. After eight months of Phase I activities-based training, he had designed classroom ac-

tivities that (a) set clear learning objectives, (b) included appropriate activities for students to meet those objectives, and (c) gave students the opportunity to use in meaningful ways the language they had earlier practiced in drills or exercises. Michael was also competent in varying his teaching techniques. In short, he had mastered the Phase I competencies, and felt he was ready to move into Phase II. I agreed.

In Phase II, the emphasis is on the "why" of teaching, linking the theoretical aspects of teaching and learning, with practical application in the classroom. At this stage, the supervisor's responsibility shifts from providing guidance to providing support. During a Periodic Planning Conference (Galang's evaluation and performance appraisal system), Michael had indicated specific areas for his professional development. One of his objectives had been to develop a system of nonverbal gestures and cues to cut down on his teacher talk and to encourage students to talk more. Michael gradually developed a combination of mime, gestures, and written cues to elicit language from the students. Subsequently, when Michael moved into Phase II, he was extremely interested in learning about the theory upon which the Silent Way is based.

After demonstrating mastery of the competencies in Phase I and II, teachers may choose to move to Phase III. Instead of attending teacher training sessions, Phase III teachers are given the time to work on individual projects. The projects reflect their own interests and help to meet specific needs of the program. For example, Phase III teachers worked with the formative testing specialist to create the Test Item Bank, which is now used by all teachers to evaluate what their students have learned and to decide what material needs to be re-emphasized.

Continuing to Meet Refugee Needs

Because our students, teachers, and supervisors all interact so closely, we can keep the ESL program responsive to students' concerns. For instance, supervisors perceived that refugees were worried about interacting informally with Americans in the U.S. To address that concern, we wrote a new unit on social langage to add to the curriculum. Although the basic framework has remained unchanged since 1982, the ESL curriculum has undergone this kind of revision continuously as we better understand our students' needs.

Sometimes teachers and supervisors perceive a need not met by the regular program, so they volunteer for extra clssses or initiate new projects. Extra classes that have been offered include a TOEFL (Test of English as a Foreign Language) class for advanced students, a slang class, and classes for the elderly and handicapped. All these classes are taught outside regular work hours by the teachers or supervisors who volunteered.

The spirit in the Galang ESL component arises from the emotional involvement we all experience here. We work together as professionals, while at the same time we interact personally. I believe that this personal investment makes possible the professional cooperation. There is a feeling of "We're in this together" that has endured to the closing of the program.

One night I went to the coffee shop in Zone C with Chau for the last time. Several other aides and the realia room senior teacher joined us for the last goodbye. Everyone asked Chau how he felt about finally going to the U.S. He replied that he felt both happy and sad — happy about finally being resettled after waiting two years, but sad about leaving so many good friends behind. I felt the same way. I knew I would miss Chau's company during my last few weeks on Galang. But the next morning I was comforted by his parting words, shouted from the truck going to the harbor, "I'll write you all the duck news from Sioux City, Iowa!" I knew I would hear from Chau again.

Chau did write to me after arriving in the U.S. The following letter previously appeared in Galang's bilingual Journal, *Cultural Forum*.

Sioux City, September 22, 1986

Dear Jon,

How are you, Jon? I miss you and Galang very much. Everything here is OK. First of all I would like to tell you what happened to me and how Sioux City is.

I came here at 10 a.m. September 10th, 86. No one came to pick me up at the airport. A little worried. Then I called to my sponsor but he was not at home. His wife told me he went to work, then she called another man who works at the Employment Office to come to pick us up.

I didn't believe that there was an American who could speak Vietnamese like him. After that he took me to rent a house at 12 p.m. Some Vietnamese and Americans came to visit me at 1 p.m. The people here are kind and very helpful. We went to sleep at 2 p.m.

Now I have finished all the papers: Social Security, health department, doctor, social welfare. All things are done by Employment Office. The man who picked me up at the airport took me to do all the papers, and he said to me, I should have medicaide for my teeth then. After I finish, I will go to work. It takes about 6 weeks or more.

Sioux City is a medium-sized city, the population is about 80,000. There are 700 Vietnamese here. They live around 40 blocks. Jobs aren't difficult to find. The first salary is about 5 dollars an hour.

Now I am studying GED twice a week. We are living in a house with two bedrooms. It costs 280 dollars per month included furniture, gas, electricity, water, and appliance. My youngest sister and brother are studying in high school. Maybe next week I will meet the dentist. After finish three of us will go to work. . .

About the weather, now it's warm like Galang, sometimes raining. The winter will come two months later. I have enough winter clothing.

I wonder what happened after I left Galang. How about your job? How about the aides in Realia Room? Write to me when you can.

Please tell Diane, Rusdah and the aides what happened to me because I only sent them postcards. Say hello to Mary Pat, David, and Randy.

If you plan to come here after leaving Galang, call me and we will try to pick you up at the Sioux City airport.

I am waiting to hear from you, Jon.

Your friend,

Nguyen Trung Chau

***Jon Phillips** was an ESL supervisor on Galang for two years. Previously, he taught English in Ghana, Nepal, and Puerto Rico. Phillips holds a BA in English from the University of Colorado and is a candidate for an MAT in TESL from the School for International Training in Vermont. He is currently teaching ESL for the Experiment in International Living at International Students of English, College of Notre Dame, Belmont, California.*

All Is Clear under the CO Sky

David Ancel and Kathleen Hamilton
Galang Refugee Processing Center

The courtroom atmosphere is tense, as world-famous attorney Hack Schlemonik, mustache firmly in place, gives closing arguments. The jury ponders its decision. Is the landlady guilty of gross negligence and housing code violations, or is the tenant just trying to get away without paying back rent? After all, the tenant had violated the rental agreement by keeping a pet and having seven people in the two-bedroom apartment. The foreman reads the jury's decision. The verdict: Tenant guilty as charged! Hack Schlemonik has defeated the prosecution yet again. Another case resolved by the Galang Tenant/Landlord Court.

Welcome to the world of Cultural Orientation (CO) on Galang. The program here is in its fifth year, making it, along with Phanat Nikhom and Bataan, the longest-running program of its kind. CO is where important issues of American culture are brought up and examined. When the idea of cultural orientation — a combination of information, experience, advice, psychology, problem-solving, and cultural awareness — is transferred into a refugee program like this, what does the result look like?

CO Curriculum

In June 1981, the first group of supervisors began the development of the Galang CO curriculum at the same time that the CO programs at the processing centers in Bataan and Phanat Nikhom were creating their curricula. In order to maintain regional coordination and consistency, conferences were held and content standards were agreed upon by all sites. These standards were stated in terms of competencies, such as, "Students can demonstrate the use of both public and private telephones." The competencies served as a guide for developing and refining the curriculum, and provided a stable foundation for continued expansion of CO content. Along with agreeing about competencies, we shared an understanding that confidence-building and problem-solving were essential ingredients in the CO curriculum for refugees.

Content Training

Indonesian teachers on Galang have an excellent command of English, but most have never been to the U.S. Nevertheless, within a few days after arrival, they must enter classrooms and teach convincingly about American culture. What does a teacher need in order to feel confident in this situation? Galang's answer has been to provide daily training on lesson content. Content training is at the core of our program, providing the cultural information and background that teachers need to feel confident in front of a class. Content training serves a dual function: It provides teachers with basic cultural information, and it demonstrates teaching methods and techniques.

When the program began, training focused almost entirely on providing content information. However, standing in front of a class and lecturing about family structure, law, or transportation was monotonous for teachers and students. Thus, more effective activities, strategies, and experiential learning methods were developed to avoid the lecture format whenever possible. Supervisors and teachers drew from their ESL teaching backgrounds to create new CO activities, such as brainstorming, roleplays, critical incidents, and discussion facilitation strategies.

These methods and techniques are typical of the student-centered approach that CO shares with ESL. But while the types of activities are similar to those used in ESL classes, the purpose of CO activities is different. For example, an ESL teacher may use brainstorming to elicit vocabulary related to the use of telephones, while a CO teacher would use this technique to elicit background information regarding the use of telephones. Cultural information, not vocabulary, is the priority.

Attitudes and Values Training

Should women work outside the home? What about the U.S. legal system — is it fair? How many children should a family have? In addition to content training, attitudes and values clarification is another important emphasis in CO teacher training. To introduce a values-clarification approach to our teachers, we used a three-step training procedure. Since most teachers were not familiar with this approach and did not understand how it would benefit students, we began by building the teachers' understanding of basic concepts. Staff development training on cross-cultural education, values clarification, perceptions, intercultural communication, and facilitation skills were conducted, most of them in a series of evening workshops involving all CO teachers. This series was followed by sessions demonstrating the use of techniques such as rank ordering, forced choice questions, values card games, cross-cultural role plays, and self-assessment instruments. These activities were incorporated into CO lessons and presented in content training, thus giving teachers the opportunity to see how the values clarification approach translates into classroom use.

CO Teachers

Now world-famous attorney Hack Schlemonik is heading for Changi Airport, Singapore. But what's this? Not only does he have too many bags, but one of them contains a large knife! To confuse things even more, he manages to lose his ticket and is holding up all the other travelers in line. That's only the beginning. Once the plane takes off, Hack settles into someone else's seat, turns on his radio, and proceeds to smoke in the non-smoking section. When the plane lands, the other passengers disembark with relief. In Los Angeles? San Francisco? Seattle? No, we are still on Galang. Hack takes off *her* mustache, and we all walk back to the training room to discuss the flight.

CO teachers are very creative and dedicated. They continually express a keen interest in cultural topics; many request books and articles to help them expand their knowledge of the cultural adjustment field. A few have even taken the opportunity to carry out independent research on the multicultural living environment on Galang. Indonesian instructional staff tend to stay on Galang much longer than their American supervisors, which makes them key resources. Teachers synthesize the various ideas brought in by new supervisors and provide the reliable professional instruction that CO students have benefitted from for five years.

CO Translators

Without translators, there would not be much of a CO program. We talk about many complicated and sensitive topics in CO classes, yet few teachers or supervisors speak Vietnamese, and the majority of students don't have the language proficiency to handle a class conducted in English.

CO translators are refugee volunteers recruited primarily from the cycle in which they enrolled as students. People with high scores on the English placement test are interviewed and selected on the basis of English skills, desire to help others, willingness to work, a cooperative attitude, and an outgoing personality.

Clearly, translators must be well prepared before they can work successfully in the classroom. To provide them with the cultural information needed, all translators attend daily content training with the teachers. In addition, we provide specialized training in translation skills, teacher/translator relationships (conducted together with the teachers), and values clarification. They also are shown films depicting aspects of American culture.

Translators have a big impact on the classes they work with. A good translator provides character and energy in the classroom. Moreover, they serve as an important communication channel for students, teachers, and supervisors.

Senior Teachers

"What now?" the coordinator wonders, as a new supervisor charges into the CO office looking for his senior teacher. "One of my teachers is sick, but I'm not sure which level she teaches or who her translators are," says the exasperated supervisor. Just then, in steps the senior teacher. "No problem," she states, "I've already spoken to the translators, and I'll cover the first period class." The supervisor looks relieved as the teacher vanishes out the door.

Senior teachers play an important role in CO and are unique to the Galang program. They are hired for their teaching and training ability, administrative potential, ability to get along well with teachers and translators, and other relevant experience. They work closely with supervisors to help administer the training and teaching in cycles. For example, senior teachers assist in the content training for teachers and translators. Senior teachers handle a

variety of other specialized tasks, including translation skill trainings, observation of and feedback to translators, and teacher/translator assignment schedules. In addition, senior teachers provide administrative support.

For the younger generation of Vietnamese refugees, the folktales were new and fascinating.

Photo by Anton Suwarno.

CO Special Events

CO has integrated several special events into its timeline. The events were organized in response to needs and interests identified in the early years of the program. One of these, Question/Answer Day, which occurs late in each cycle, gives CO students a chance to ask American staff members questions about life in the U.S. Questions can be amazingly sophisticated: "If I'm living in Minnesota and belong to a union, and I move to Idaho and join another union, do my first union's benefits transfer?" Needless to say, questions like this often left the Americans with their mouths hanging open. It was impossible for the volunteer informants to answer the incredible variety of questions. However, they usually were able to suggest where the refugee could look for the answers.

Another special event is CO Day, when refugees participate in a community awareness project like landscaping or picking up litter. These projects help keep Galang beautiful, as well as raise refugees' awareness of related attitudes in the U.S. But the biggest CO special event is Maintaining Cultural Identity Day, or MCI Day.

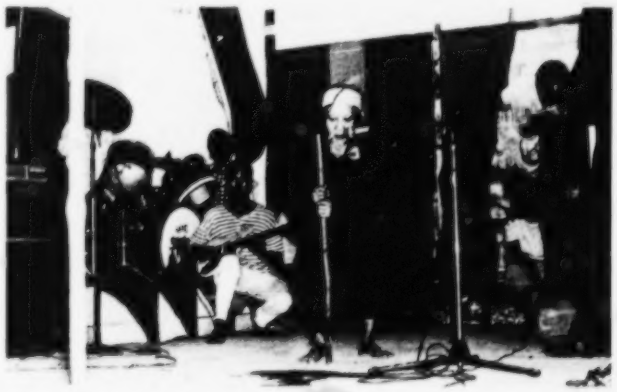
MCI Day

The auditorium is packed. Fifty or sixty children are sitting up near the stage. The atmosphere is festive as the crowd anticipates the first performance. The curtain opens, and the Kitchen God suddenly bursts out, bellowing in Vietnamese. The audience screams and laughs, and MCI Day is under way!

At the end of each cycle, each class prepares an entertaining skit representative of Vietnamese cultural traditions. We have seen dramatized folktales and colorful dances, and have listened to traditional music. Sometimes classes demonstrate an important ceremony, such as a wedding or the Tet ancestor worship. MCI Day thus provides a cultural outlet and a forum for younger refugees to learn about their home culture's folk traditions. The strong sense of cultural self-esteem fostered by MCI Day motivates students and provides them with the pride needed for a successful adjustment experience in a multi-ethnic community in the U.S. They learn about the ideal of multi-ethnicity in America, and that native culture is something to be respected and to be proud of. In fact, the entire CO curriculum emphasizes the notion of maintaining cultural identity.

Maintaining Cultural Identity

"What would you do to treat a bad cut in the traditional style?" asks the teacher. Two older students describe the use of herbal compresses, while their younger classmates listen attentively. The teacher outlines the procedure and then compares it to a Western medical practice common in the U.S. A class discussion about the two approaches follows.



Dramatizations of traditional Vietnamese stories, as well as contemporary music, were featured on Maintaining Cultural Identity Day.

Photo by Anton Suwarno.

Two different experiences have taken place in this exchange. The younger class members learned

about a traditional healing procedure common in Vietnam, and all the students learned about a common Western medical treatment. Focusing on native culture and using students' life experiences as a learning tool both help to build confidence. Thus, finding the similarities and identifying the contrasts between American and Vietnamese cultures are the primary learning strategies employed in CO. In addition, by using this strategy, teachers ensure that the position of older students is accorded the respect traditional to the Vietnamese.

Conclusion

As it says on the sign posted over our office door, "All is clear under the CO sky." We have had a history of excellent, enthusiastic staff members, and the current program reflects their competence and dedication. At the close of the program, we have a relatively small staff: three supervisors, three senior teachers, and a coordinator. Nonetheless, in addition to regular program activities, we have continued to be creative. We organized and now house the Learning Center, which serves special needs of groups; we publish *Cultural Forum,* a bilingual journal serving as a creative outlet for the camp community; and we offer full-time staff development training to experienced teachers. As the last staff members to work here, we have benefitted tremendously from the sound and durable groundwork done by those who came earlier. Without this solid foundation established from the beginning, we would not have been able to attempt the innovations.

Cultural orientation may never become an organized, academic discipline like ESL, with its own set of clearly defined approaches, methods, and techniques. However, we hope the work and creative strategies of the Galang program can be used to develop the field further and to provide a starting place for CO programs yet to come.

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Work Orientation

Chuck Schumacher
Galang Refugee Processing Center

It is September 1986, and Work Orientation's twenty-fifth — and next to last — cycle is about to begin. Work Orientation (WO) sends a message to the Vietnamese-operated Public Information Section to announce, "All Work Orientation students should go to the Work Orientation classrooms at 7:30 a.m., September 16th." Later, the message broadcast in Vietnamese from loudspeakers mounted in every zone in camp is, "All Pre-Voc students should go to the Pre-Voc classrooms at 7:30 a.m., September 16th." As usual, the announcers have changed the message. Why? If the announcer had said "Work Orientation," the Vietnamese community would not have understood. For them, whatever happened in our buildings was always "Pre-Voc," the original title of the component started in February 1983.

In its initial year, staff struggled to define the WO training program for refugees. What is it? What should it be? What will it be? They discussed these questions often. The name had to represent accurately the answers to these questions; it had to correctly describe the training.

The training was originally called "Pre-Vocational" (Pre-Voc), with the idea that it was preparing students to learn a new job by exposing them to the technology, cultural points, and language they would encounter in jobs in the U.S. It was targeted for A- and B-level students — the lowest two of six levels of language proficiency — because they were the ones encountering the most serious problems adjusting to life in the U.S. Students with the lowest English ability generally get entry-level jobs such as washing dishes, serving food, working in factories or hotels, working as a janitor, or operating sewing machines.

About one year later, the name was changed to "Pre-Employment Training" (PET) to emphasize that students were being prepared for employment in general, not particular vocations. In late 1985, the training was renamed "Work Orientation," recognizing that some students would not enter the paid employment market, but would make economic contributions in their family's home. Will the name change again? Not for Galang.

Names and acronyms in WO have changed often over the years, but this article will use a consistent set. Work Orientation (WO) refers to the component's entire training program. It has three subcomponents: American Job Culture (AJC) is the cultural orientation training, Basic Job Skills (BJS) is the skills training, and Emphasized English as a Second Language (EESL) carries out the language training. Vocational English as a Second Language (VESL) is not a subcomponent, but refers to the work-related language training that occurs in AJC, BJS, and EESL. The three subcomponents in WO each had an American supervisor. In addition, the subcomponents and supply room were staffed by senior teachers. These were experienced teachers who were assigned to help with the management of the subcomponents and to act as substitutes for absent teachers when necessary.

The students in the first seven cycles were Vietnamese. Each cycle lasted six to seven weeks, but the number of refugees varied. We began with small cycles of fewer than 80 students, but numbers swelled to over 200 in five cycles of Khmer students. The final eight cycles on Galang were Vietnamese, with about 80 to 100 students per cycle.

A- and B-Level Students on Galang

"They are mostly farmers and fishermen who come from rural areas and have never encountered Western technology," someone may say of low-level refugee students. On Galang this is not true. While the Khmer may have been primarily farmers and fishermen, the Vietnamese generally were not. Of the 26 cycles trained in WO, all but five were Vietnamese.

Several student surveys and statistical analyses were done in 1985. Refugees' work experience included, in descending order of frequency: student, soldier/policeman, housewife, seamstress/tailor,

farmer, and fisherman. Seventy-one percent have always worked for relatives. Vietnamese average 6.4 years of education, but the majority did not study English before coming to Galang. Seventy-seven percent came from urban areas. Substantial numbers had modern conveniences in their homes, such as electricity, refrigerators, televisions, radios, and indoor plumbing. However, 93 percent did not have telephones. They averaged 7.6 months in refugee camps before studying WO. Fifty-five percent were 30 or under, 70 percent were 40 or under.

The First Year: Experimentation and Practice

In the early days, WO staff could be found at the "OK Corral." This was not a Western movie set. The nickname probably derived from its general appearance, particularly the angle at which it leaned. WO was organized there, with teacher training rooms for AJC, BJS, and EESL, plus a supply room. When larger student numbers came to WO a year later, expanded facilities were constructed.

"WO will begin classes in six weeks. What do we have to do to prepare? What should we teach? How should we teach?" These thoughts preoccupied the original staff. Since 90 lessons had to be created, planned, and written for the first cycle, staff began intensive lesson planning, which continued throughout the first cycle. There was little time to spare for anything else. Teachers were transferred into WO from the English as a Second Language (ESL) and Cultural Orientation (CO) components for two weeks of pre-service teacher training. During that time, they tried out the new lessons to see if they worked. Realia and materials were prepared and supplies were ordered.

Curriculum

To answer the question "What should we teach?" staff relied on the guidance of regional meetings held in September 1982 and January 1983. Regional staff and U.S. consultants drew up competencies for AJC, BJS, and VESL; they also agreed that work-related ESL competency topics should be expanded. The program at Phanat Nikhom, Thailand, had already begun Pre-Skills training for hilltribes to expose them to Western technology. This training provided a base for the WO competencies and curriculum.

American Job Culture competencies and curriculum focused on the job trainee role; developing realistic strategies for employment; workplace rules, policies, and procedures; interpersonal relationships; communication on the job; safety; and establishing a work record. The curriculum was structured around five simulations — janitorial service, mailroom, small factory, large factory, and restaurant. The simulations would give students a chance to practice behavior, skills, knowledge, attitudes, and language learned in more information-oriented lessons. This basic curriculum structure remained relatively unchanged.

Basic Job Skills competencies and curriculum emphasized readiness for on-the-job training in a three-phase sequence: 1) demonstrations, 2) learning while working alongside an experienced worker ("shadowing"), and 3) working under close supervision. Other activities were: performing work assignments; applying "old" skills to new tasks; counting; using tools; organizing, sorting, and classifying; following sequences; using time-related information; using plans and patterns; reading visual cues and signs; and following safety procedures. The curriculum included hands-on activities, use of tools, and physical activity. It tried to build on existing skills, using activities students may have done in their homes, such as cooking.

The EESL curriculum was based on the topic areas marked for expansion, especially employment, health, housing, literacy, and time. Clarification language, telephone, social language, and transportation were marked for secondary expansion. Competencies related to money and directions, and sightwords also received increased emphasis. Lesson activities focused on language that prepared students with the grammar, functions, and vocabulary to be used in AJC and BJS. Language learned in ESL was continually repeated, used, and reinforced elsewhere.

Vocational ESL competencies were based on the language necessary to perform a job at a workplace: following directions; giving and responding to feedback on performance of a task; reading signs; appropriate social language; numbers; requesting assistance, feedback, clarification, English names, locations, and permission to be absent. These competencies were combined with the subcomponent competencies to develop the AJC, BJS, and EESL curricula. VESL development was a priority during the first year, especially after the initial curriculum work.

The supply room quickly assumed significance because of the task-based activities and simulations in WO lessons. Its development had to keep pace with the work being done on the curriculum. Further, it had to be organized and managed so it could support three different lessons daily. Since Galang

is far from any town, supplies had to be ordered well in advance — last-minute orders were out of the question.

It was obvious from the start that integration of the different curriculum areas was necessary, and having all three subcomponent curriculum areas under WO administration made integration of all instructional areas easier. As noted, VESL competencies were incorporated into AJC, BJS, and EESL lessons. Lesson timelines had to be carefully laid out to achieve the best sequence of preparation and reinforcement of learning. BJS activities needed to follow a step-by-step sequence. AJC simulations had to come later in the cycle, because the objective was for students to synthesize their learning from specific previous lessons. EESL was more flexible in scheduling.

Concepts of Instruction and Teacher Training

What the competencies did not provide was any direction for how the lessons should be taught. The foundation for how the lessons of the present WO component should be taught emerged from the original Phanat Nikhom hilltribe program and were transferred to Galang by the first component coordinator, Bernie Zubrowski of Boston Children's Museum, along with original supervisors Mark Bishop and Mark Sweikhart. The methodology was that of task-based learning, where students were encouraged to explore, discover, and learn the competencies within defined contexts. These ideas evolved and grew.

In late 1982, David Prince worked as a consultant for the Center for Applied Linguistics to help compile the WO curriculum and competencies. He received suggestions from the three sites — Bataan, Phanat Nikhom, and Galang — for revising the competency lists for BJS, AJC, and VESL. He wrote background papers presenting ideas about VESL and about the roles, relationships, and integration of BJS, AJC, and VESL. Prince recommended that work-related skills be taught in the same way a job supervisor would teach during on-the-job training. Such training generally has students first observe, then shadow, then work under close supervision. Academic or cognitive skills, on the other hand, should be taught as a teacher would teach them. Teachers, he suggested, should assume the appropriate role for each specific competency.

In December 1982, John Latkiewicz was a consultant to the WO program at the Philippine Refugee Processing Center. As a result of discussions with staff, he suggested the development of a work setting laboratory involving mostly on-the-job training. A work setting laboratory would have eight components: tasks, job positions, work flow, training, built-in problems, materials, physical setting, and staffing. Latkiewicz also suggested using both the classroom instructional method and the work setting laboratory method. He recognized that instructor styles must be different for each method.

These two very similar ideas arose during the formative stage of WO in the region. The curious thing is not that the ideas came out of staff discussions with consultants, but that they were not foremost in staff consciousness during the first year. Why? First of all, these ideas were discussed before Galang WO staff were hired. True, the documents were available, but because of classroom limitations, it seemed impossible to implement the ideas. In addition, WO instructional staff were all trained as ESL teachers, and few had ever had other types of jobs. They were not ready for radical innovations in their methods. And finally, drawing up the competencies and developing curriculum preoccupied staff in the beginning; changing the role of teachers was not the priority.

In the first year, teachers' roles remained unclear. Teachers adjusted as they learned to expand their repertoire of techniques beyond those of traditional ESL and began to include those appropriate for task-based activities and simulations. This posed a dilemma for them, because their background and training predisposed them to assume the supportive role of teacher.

The objectives for teacher training were initially determined during the process of curriculum development. New lessons were written, tried by teachers in the classroom, and discussed in teacher training. This interactive process among students, teachers, and teacher trainers was also used to refine curriculum. Teacher training focused chiefly on lesson content rather than methodology. The major methodology theme was that students needed to be personally involved and participate actively in the lessons.

Conclusion of First Year

At the end of the first year, staff were still asking themselves the same three questions about WO training: What is it? What should it be? What will it be? Discussions at the meeting of a regional task force of staff from the Philippines, Thailand, and Indonesia provided answers to the first two questions. The challenge was to convert the discussion into principles or models to guide instruction.

Several major developments emerged from the task force. A mission statement created a clear goal for WO: "To prepare refugees to enter and succeed in the American workplace." Conceptual models were developed for American Job Culture, Basic Job Skills, and language acquisition. Effective teacher-student interaction was described. As a result, the Galang participants combined the task force's recommendations with the experience gained from their first year to develop an idea for a simulation. This idea was similar to those proposed by staff and consultants during the formative stage of WO — only now the staff was ready and determined to put it into practice. The idea was introduced to other staff in Galang, and WO changed radically.

PETCO, the Heart of WO

Simulation as a method had been used throughout WO during the first year, but only in the AJC simulations had teachers been expected to behave like supervisors. The Pre-Employment Training Corporation (PETCO), a simulation of an American workplace, removed this bias toward the teacher role, thereby radically altering curriculum, teacher training, instruction, and program integration.

Effect on Curriculum

The mission statement made it clear that WO should be concerned about the refugee's first 90 days on the job, the probationary period. It also focused training efforts on paid employment and the refugee's first job. Normally, an employer provides on-the-job training to new employees; the PETCO simulation modified the entire training period to be like on-the-job training in an American workplace. When students entered WO training, they became new "employees" working for PETCO. Teachers became "supervisors," and other staff assumed "manager" roles.

New curriculum and activities were developed in two main areas. The first was workplace rules and behavior. Workplace rules and behavior guidelines reflected the cultural expectations of the workplace and the behavior and attitudes expected of employees. Refugees had to sign in and out on time. If they were late, their pay was docked. If employees were going to be absent, they were expected to inform their supervisor before work began — by talking to the supervisor in person, sending a note, or telephoning the PETCO office. If employees did not understand a task, they had to ask for clarification or express lack of understanding to complete it. Students and teachers addressed each other by first names. Employees were expected to follow safety rules, use equipment carefully, keep the work area clean, and follow posted schedules and announcements. These activities provided the opportunity to demonstrate the attitude of trust that a supervisor holds toward employees so long as their behavior is appropriate. Supervisors were expected to give employees feedback, both positive and negative.

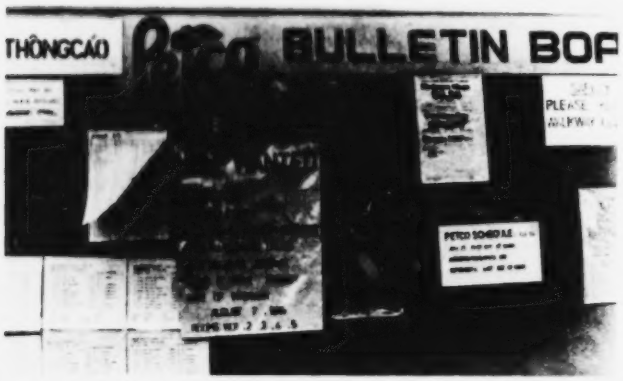
The second area of development included time, pay-checks, and financial responsibility. Supervisors encouraged employees to work quickly, yet safely. Employees were required to keep daily time sheets and were paid for the time they actually worked. Payroll checks were issued each week, and employees cashed them at the PETCO bank. Refugees used simulated money to pay simulated food bills and travel loan payments. They were responsible for keeping track of payment due dates. They could also use the money to buy PETCO movie tickets, refreshments during breaks, and articles at a department store simulation. Employees were fined for violating company rules. These activities gave refugees practice with money, created realistic contexts for discussion of financial responsibility, and taught the value of time.

Effect on Teacher Training and Instruction

In the first year, the emphasis had been on curriculum and VESL development. With the advent of PETCO, methodology became more important. Teachers were trained to be more conscious of the objectives and competencies of particular activities. Methods and the role of the teacher had to be relevant to the newly formulated objectives: If the objective of an activity was to follow directions to complete a task, simulation would be the method, "supervisor" would be the teacher's role, and teacher and students would follow the three steps of on-the-job training. On the other hand, an activity for which the objective was to use language, counting, or measuring skills would probably be less complex and would not require a simulation. Here, more traditional methods and the supportive role of the teacher would be appropriate.

The instructional objective, the method used, and the roles assumed by the teacher and students all distinguished PETCO from previous WO activities. PETCO activities were always a simulation of a workplace. The AJC simulations were all based on different work settings. BJS lessons included many task-based activities that were similar to work tasks. EESL used more task-based activities, but with a focus on language. In most of these, the

The World of Work Orientation: Learning by Doing



WO students are expected to check the PETCO bulletin board regularly for work-related announcements.

Small kitchen appliances are unfamiliar to some refugees.

Refugees learn to use U.S. measuring units in WO classes.

Ready for the restaurant simulation.

In Basic Job Skills Classes, students learn to carry out common entry-level job tasks.

All photos by Purwanto Lukito Pribadi.

appropriate teacher role was that of workplace supervisor, while students were employees.

Effect on Program Integration

PETCO required extra effort from staff to develop and maintain the simulation. In order to make the simulation realistic, all staff members had to behave as if they were employed by PETCO. Company tours were conducted for new employees on their first day to orient them to PETCO and to explain the roles of staff. Supervisors sent employees to ask the supply room manager for materials. Announcements were posted on the company bulletin board and in the classrooms. Attendance procedures had to be handled consistently. The system for producing pay-checks was initially a laborious, manual operation, but was later computerized. Everyone on staff was involved in developing activities to use the pay-check money in ways that would promote financial responsibility.

EESL played a key role in introducing and practicing language used in PETCO activities. PETCO increased the use of workplace communication and also provided opportunities for social language in activities such as employee banking and work breaks.

Other lessons and simulations, though not part of PETCO, supported it. For example, the process of identifying previous skills, relating them to needed job skills, practicing job interviews, and producing resumes all related to the behavior an employer would look for when hiring.

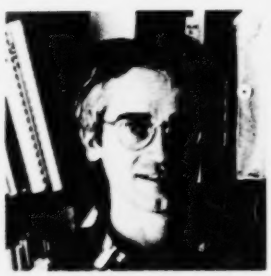
To achieve this integration, it was necessary to schedule sufficient time for staff meetings and teacher training. These sessions usually involved planning, problem-solving, and evaluation. Sometimes they included discussions of instructional issues related to the American workplace and WO training. Integrating PETCO activities and teacher training required a great deal of effort during the development of PETCO.

WO in Years Three and Four

In subsequent years, WO training stabilized as the PETCO systems became established. New curriculum was developed, but changes were in content more than form. New activities stressed financial responsibility even more heavily, particularly the importance of repaying Intergovernmental Committee for Migration refugee travel loans. Although the focus of curriculum remained on the paid workplace, staff recognized that some students may never enter the paid workforce in the U.S., so students also learned to apply the concepts to other work situations and the home.

Teacher training focused on staff development, language, teacher role, instructional theory, and formative testing. As improvement of teaching methods received more attention, far less time was spent on PETCO. Greater clarity in instruction was achieved in the final year by the development of a system of formative classroom testing. This helped teachers better understand instructional objectives and appropriate methods, as well as informing them of students' performance. Coordination and integration of activities remained important, but demanded less attention during these years.

At the end of the program, WO was still known as Pre-Voc to the refugees, but for WO staff it had gone through a long process of development and change. Despite the feeling of program maturity, staff remained open to adopting new instructional ideas and to improving training. Even at the end, they were asking themselves the same three questions as they had in the beginning, the difference being that the questions were easier to answer now. This questioning attitude is what kept the WO program alive and responsive to the needs of refugees. It made refugee training in Work Orientation a success.



***Chuck Schumacher** was coordinator for Work Orientation at the Galang Refugee Processing Center from 1983 until the program closed. Prior to joining the Consortium staff, he spent five years with the Peace Corps in teacher training and community development. Schumacher holds a BS in elementary education and an MS in continuing and vocational education from the University of Wisconsin at Madison.*

Administration in the Field

Larry Ritter
The Consortium, Indonesia

The Consortium, comprising Save the Children Federation and the Experiment in International Living, has been responsible for the Regular English as a Second Language (RESL) program in the Site 1 first asylum camp on Galang, as well as for implementing the regional training program for U.S.-bound refugees in the Site 2 refugee processing center there. The latter program was usually referred to as IESL, the Intensive English as a Second Language program, although it included Work Orientation and Cultural Orientation components as well. To carry out administrative tasks for both programs, the Consortium established an office in the nearby town of Tanjung Pinang. The office has been responsible for program staffing and personnel matters, handling communications to and from Galang, and overseeing the purchases and shipping of supplies and educational materials. This article describes the unique problems and accomplishments of managing the administrative office in Tanjung Pinang, Indonesia.

What is it like to direct a field operation such as that of Consortium-Indonesia? The full answer is a bit complicated for the space allocated for this article, so let's just review some highlights.

The setting is Tanjung Pinang (TJP), Indonesia, a regional administrative center of some 70,000 people. The Consortium office in TJP has a support staff of 20 who purchase and ship supplies, keep books and maintain bank accounts, maintain contact with Indonesian government agencies and other refugee agencies, communicate with the rest of the world, and in general provide the goods and services needed by our educational program staffs to live and work on Galang. The camp is about an hour by speedboat or fast ferry from TJP. On Galang, an island almost deserted except for the camp, we have 25 additional support staff including administrators, kitchen help, dormitory maintenance crew, and drivers to keep our teaching staff functioning and content.

I came here with my wife on April Fools' Day in 1982 to take over as project director, succeeding Mike Novell, who now heads the Save the Children Community Development Program in the Philippines. Mike recently reminisced about his experience here, recalling when he and his wife, Estella, arrived in late 1979 to launch a factory that would provide supplemental feeding packets for the refugees. Mike punctuated his memories with expressions like, "It was crazy!" and, "It was wild!" He recalled starting a garden program that eventually made a significant contribution to refugees' diets, and how the first American staff members of our ESL program arrived at a time when the supply of food, water, and housing in Site 2 was woefully inadequate. He also reminisced about the rapid increase in staff from about 35 in April 1981 to 115 by the end of the year. Everyone from those times agrees that getting started was challenging and frustrating, but Mike's motto was, "No matter how bad things get, they usually work out." That has probably always been the theme for this program, although we tend first to recall the difficulties before considering the accomplishments.

Snags and Snarls

Mark Ehrlich served on Galang as assistant program manager and then program manager of the IESL program before moving to TJP as my assistant for nine months in 1986. He was fond of citing Murphy's law: "Anything that can go wrong will go wrong." We can point to many misunderstandings and breakdowns that often led us to believe that Mr. Murphy was right. Most of our difficulties, of course, have not stemmed from ill will on anyone's part, but rather from the unique nature of our two programs, our remote location, and the need to ensure that our Indonesian and expatriate staff understood each other and worked well together.

Mr. Murphy was all too often correct. At our peak in August 1985, we had 175 staff, 560 refugee volunteer aides, 1,335 IESL students, and about 13,000 RESL students in the camp. Keeping Galang equipped and supplied meant dealing with bad weather, boat breakdowns, poor communications, and the like, almost daily. In TJP we also had to contend with our shaky links with the rest of the world. We could book telephone calls to Jakarta and Singapore but it wasn't always easy to get through. Telex messages were often garbled and mail seemed to take foreover.

In reading Galang staff reports, I have seen more than a lifetime's worth of the following messages and their variations:

- "Our (their) telex machine (radio/telephone/boat) isn't working."
- "He (she/they/the supplies) missed the boat."
- "The visa clearances haven't come yet."
- "The camp pass (permit/letter of authorization) hasn't been signed yet."
- "The spare parts haven't come (don't fit)."
- "The photocopier (electric typewriter) is still in the shop (awaits a permit to go to Singapore for repair)."
- "The bank hasn't received the money from the U.S."

The local paperwork was a seemingly endless stream of visas, residence cards, camp passes, exit permits, and driver's licenses. We did not fit into any normal niche of Indonesian governmental administration, so the rules under which we operated were not in writing. As a result, we were subject to many different interpretations of regulations and frequent changes of the regulations themselves. Almost every time we thought we had mastered a procedure, we found ourselves dealing with a new version. In reviewing old notes, I have found the thought, "Change here does not necessarily imply improvement."

On the human side, our office worked hard and successfully at bridging the gap between Indonesian and expatriate perceptions of how the program should be run. We held general staff meetings, "business" sessions at staff retreats, staff working group meetings, and individual conferences at which we would try to explain ourselves to each other, sometimes with little immediate success. When we introduced salary payments by check or deposits into savings accounts instead of cash, we discovered how reluctant many of the Indonesian staff were to use the banking system. Then there was the great rounding-off controversy, when we said salary increases would be rounded off to the nearest 1,000 rupiah, and found ourselves engaging in long arguments over amounts equivalent to 25 cents per month.

Our American staff, though talented educators, sometimes could not deal with all the paperwork at times. One memorable staff quote: "I don't keep a check register, but I think I sent you a check." Another quote I won't soon forget: "When you asked for my last boat ticket stub, I found 11 old stubs but not the one you wanted. This has caused me to spend a day re-evaluating my life's priorities." A few Americans had so many problems with visas, camp passes, travel arrangements, and other requirements that we published a guide to these bureaucratic puzzles called "Things You Should Know," later renamed "Things You Must Know." There have been many revisions.

Just keeping the program adequately staffed has been a tricky business. Because of the paperwork and logistics involved in reaching Galang, we have had to recruit and hire teachers before the cycle of refugee students arrived. In fact, most planning had to be based on uncertain projections of student intake. The initial expansion and subsequent contraction of the IESL program, repeated rumors of that program's imminent closing, and the sorting out of our management structure and responsibilities kept us all busy and alert. In order to set teaching schedules, we needed to know Indonesian holiday dates long before they were published officially. As a result, we learned quite a bit about lunar calendars and can now make fairly good guesses at the dates, based on phases of the moon.

Solutions and Triumphs

Yes, running an operation as complex as this one has been difficult at times. But Mark Ehrlich once offered a variation on Mr. Murphy's law: "Anything that can go wrong can also go right — and sometimes does." I think most of us, in the long run, will remember the good things that happened. For instance, we established computer-to-computer links via satellite with our regional office in Bangkok and other offices in the U.S. Our TJP telephones can now dial directly to Jakarta or Singapore, and we can be reached just as directly from Bangkok and the U.S. In addition, we now have radio communications between TJP and Galang.

Staff relations in the past couple of years have settled onto an even keel as a result of our practicing clear and consistent personnel management principles. With the publishing in 1982 of our first set of written personnel policies for teachers and the subsequent revisions of those policies, we gradually forged a staff awareness that they would

be treated fairly and equally, no matter which part of which program they worked in. We have not had a need for a general meeting, "business" session, or staff working group in over two years.

The reaction to two administrative changes exemplifies this new staff attitude. In 1985, we moved from a standard teacher contract of six months to a variable-length one tied to the end of a teaching cycle. We thought that this change would be unsettling, so we were very pleased when teachers accepted, understood, and supported it.

Also, in 1985, because of frequent misunderstandings over deductions for missed workdays or additional pay for extra workdays, we changed our system of calculating teacher salaries. Instead of paying teachers the same amount every month, we calculated a standard daily rate for the entire year, which meant that monthly pay varied, depending on the number of workdays in the month. When the system was introduced, some teachers said that although it made sense, they wondered whether it was proper for professionals to be paid on a daily basis. It was finally accepted, however, because it was easy to understand. In the year and a half this system has been in place, there have been no more disputes over routine payroll deductions and additions.

Other administrative landmarks come to mind:

- Expanding the IESL teaching capacity in late 1982, so that we could enroll all eligible refugees under the new age guidelines.
- Leasing our speedboat, the *Mel*, in January 1983, to replace UNHCR's much smaller boat, the *Condor*, a vessel which guaranteed its passengers and cargo a soaking, even on the calmest days.
- Establishing a Saturday English class for our TJP staff and offering English classes to the Indonesian camp command on Galang, as well.
- Learning, thanks to the TJP staff's efforts at self-education, what a computer could do, and then becoming dependent upon it for many aspects of our work.

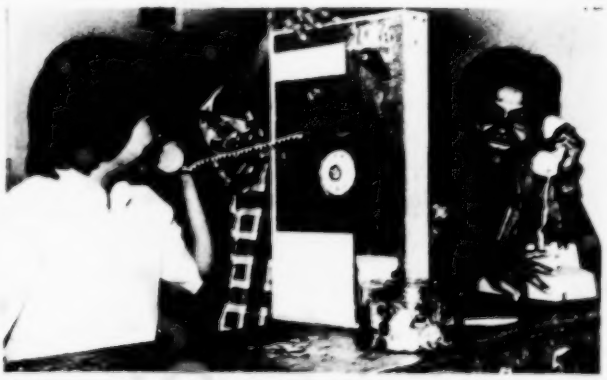
When the official announcement of the IESL program's closing finally came, we had to apply the contingency plans we had been forming for some time and begin to let staff go. Fortunately, the closedown proceeded smoothly, and most staff are relocating successfully.

***Larry Ritter** is project director of Consortium-Indonesia. Previously, he served for two years as a program officer for UNHCR/Bangkok, with major responsibilities for supporting and monitoring language training and cultural orientation projects in 18 refugee camps in Thailand. After earning a BA in economics from Northwestern University, he held a number of writing and public relations jobs in Chicago before joining Peace Corps/Kenya in 1968. Upon completion of his volunteer service, he directed Peace Corps training programs there for three years. Ritter has also served as associate director of the Smithsonian-Peace Corps Environmental Program.*

Galang As We See It

by Galang Refugee Processing Center Staff

Galang Sites I and II are separated by approximately one and one-half miles of winding road. Each site is ringed by low hills, and beyond the hills lies the ocean.



Classroom teaching aids are designed and made by the refugees themselves. Using very limited resources they manage to be quite creative, as with this simulated "pay telephone."

Teachers and students spend five hours of every weekday in the classrooms, which are furnished with simple tables and benches.

Left: While parents study, refugee children play, living normal lives in abnormal circumstances. Above: A teacher and a supervisor meet after a classroom observation.

Many refugees have volunteer jobs working with teachers and administrators. This woman works at the snackbar in the Site II teacher recreation room.

This Vietnamese refugee continues to practice his trade on Galang as do others — merchants, tailors, and jewelers.

Sports are important outlets for refugees and staff. Here, refugees play next to their barracks.

Below: A refugee's kitchen is spartan at best, but cooks still turn out all the traditional Vietnamese foods, using ingredients available from small stores or markets around the camp.

This teacher relaxes in front of her room after a long day of teaching, attending training, and planning lessons.

Teenagers on Galang, like teenagers anywhere, enjoy wearing the latest fashions; these were donated by the clothing manufacturer, Esprit.

Many refugees have died pursuing their dreams of freedom.

On this typically rainy day, a group prepares for departure to the U.S.

Back Again

Linda Schneider
Galang Refugee Processing Center

Phu ("Philip") Van Bui is one of two former Vietnamese refugees on the staff at the Galang Refugee Processing Center. Philip is motivated, highly qualified, and has the unique benefit of sharing a common language and culture with our refugee students. He has the knowledge and understanding that come from "having been there already."

April 29th, 1975. The docks and boats of the Saigon River were teeming with anxious, excited people. Drawn by curiosity, Phu Van Bui went to investigate. Hours later and without planning for it, he found himself, along with thousands of others who feared the worst that day, fleeing his homeland.

After 17 days on the open sea, his small boat was taken to a refugee camp on Grande Island in Subic Bay, Philippines. Four months later, able to speak almost no English, Phu — now "Philip" — was painting houses in Berkeley, California.

During the next 11 years, Phil received a BA in biophysics from the University of California at Berkeley and became the first Indochinese refugee to join the Peace Corps. As a volunteer, he taught high school physics and chemistry for two years in Togo, West Africa. On his return to the U.S. in early 1986, he was hired by the Consortium as a supervisor for its Work Orientation (WO) component at the Galang Refugee Processing Center. Heading back to the waters near his homeland, he was almost completing a full circle. I asked Phil to talk about his job and his feelings about being in a refugee camp again.

Question: You've been a supervisor on Galang for three months now. In your unique position, how do you feel about your countrymen here?

Philip: I just love them. Before I came here, I worked with professors at Berkeley doing research on these refugees. I know about their plight, why they left Vietnam, what they suffer there, and the things that happen to them on the sea. I feel pity for them. I try to encourage them not to be so depressed about life. My own experience is very much related to theirs, to what they are going to do in the next few months, the next few years. A lot of people tell me they are very happy to see me here — a Vietnamese with the experience of living in America. And I just want to be like them. I don't even want to dress differently, even though I can. I don't want to wear fancy sandals; I just want rubber flip-flops like they wear.

WO Supervisor Phu (Philip) Van Bui.

Photo by Linda Schneider.

Question: Does it make a difference when you do that, when you dress like them?

Philip: Yeah. I want to fit in, because then they will tell me the story of their lives. It's easier for them to relate to me. I also want to send them a message: When you come to America, I expect you to behave, to dress like the people around you. When I do it, you see how you receive me easily? If you do the same thing in America, the Americans will receive you more easily. If you behave differently, you are not easy to approach, you cannot adapt quickly.

Question: Do you think they get that message?
Philip: If they don't get it, I explain it to them.

Question: You were in the Peace Corps from 1983 to 1985. After working hard for six years to get a degree in biophysics, what made you decide to volunteer?
Philip: Going out and helping people is not [an idea I had] only after I came to America. I had that idea in Vietnam already, when I was at the university. Every summer, or when we had free time, we went to the countryside. We went out there and taught civics, singing songs — community activities. Usually if you were at a university [in Vietnam], the faculty would organize work for you to do in the countryside, because that was a way for us to understand more about people. They expected that later we would be leaders. If we just lived in the city, we wouldn't understand all the people well. Now, when I came here, my first impression was, I'm working in a village in Vietnam. I'm very happy, because that's where I wanted to work before.

Question: Does it make you homesick?
Philip: Very much. I came here after 11 years away, and I still feel homesick. I almost cry when I talk with people about what we thought about in Vietnam.

Question: As a former refugee yourself, what do you see as your most important contribution to your job and your countrymen on Galang?
Philip: Our job [as supervisors] is to train Indonesian teachers. I don't know as much about teaching techniques as they do, but what I know about is the psychology of the Vietnamese people, for sure, and about the American job culture. I tell teachers about the things that happen in a workplace in the U.S., so they can teach refugees how to react to people in those situations, to communicate on the job. It's very important, because some of the refugees are afraid they don't have enough English to get jobs. But I think they don't need a lot of English to get along with people, right? You can say, "Hi." You can ask for a few things.

Question: Do you think the people who pass through the processing centers in Southeast Asia are better prepared for life in the U.S. than you were?
Philip: Yes. For me, it was totally different. When I left Grande Island, I came to Camp Pendleton in California. There was a kind of English class going on, but it was just organized by ourselves, by the Vietnamese in the refugee camp there who knew English already. It wasn't compulsory to attend. As a matter of fact, I have a good story about my English. When I found out I had a sponsor, I decided to impress her by learning the greetings real well. I memorized "Hello, how are you? I'm fine." But when I got off the plane at Oakland airport, she came up to me and said, "Hello, how are you doing?" I had never studied how to answer *that* question. I just knew how to answer "How are you?" I got stuck. I was so embarrassed. I couldn't say a word. That was my English. Things are a lot different for the refugees now.

Linda Schneider, Galang site editor of Passage, *was an ESL supervisor at the Galang Refugee Processing Center, Indonesia, in 1986. Previously, she taught ESL at the University of Utah, in community and private schools in Salt Lake City, and in Japan. She was a proofreader for the literary journal* Quarterly West *and was on the staff of the* Salt Lake Tribune. *Schneider holds an MA in linguistics from the University of Utah.*

Cultural Forum: Galang's Own Magazine

***Cultural Forum* Staff**
Galang Refugee Processing Center

I left my shirt behind
On the lotus branch.
If you should find it, please give it back to me.
Otherwise, keep it as a souvenir.

This excerpt from a popular Vietnamese song introduced the third issue of *Cultural Forum*, Galang's bilingual Vietnamese/English journal. It is a fitting epigraph, especially now: Long after Galang has closed, the poems, stories, songs, and essays that made up each issue of *Cultural Forum* will remain as souvenirs of a special experience.

Cultural Forum began in January 1986, when two Vietnamese refugees approached ESL supervisor Mary Pat Champeau with an idea to start a journal. "They said that this was a special time," Mary Pat recalls, "and they wanted a journal to document it."

A bilingual Vietnamese/English journal, *Cultural Forum* was distributed every six weeks to students in their Cultural Orientation classes, as well as to all staff. The 80 to 100 pages of material in each issue range from the artistic to the academic. A single issue includes poems by Vietnamese refugees and Indonesian staff; an essay on culture shock; a story about escaping from Vietnam; an interview with program manager Randy Rice; an article about Tet; and many line-drawing illustrations. All helped to broaden our understanding of the several cultures that interacted on Galang.

The following are excerpts from *Cultural Forum*.

To Keep a Secret

by Ngoc Thuy
(translated by Ngoc Quan)

Bao was the organizer of a plan to escape from Vietnam. This was considered a crime, so everything had to be done in secret. However, Van, his younger sister who had just come to Saigon from the country, kept asking him to show her the boat, or rather, the "big fish." Since women usually got their way, Bao reluctantly brought her to the Than Da Harbor.

Looking at the "big fish" equipped with a huge, two-piston engine, she couldn't believe her eyes and shouted with joy:

"My goodness! Look at this boat! A two-piston engine! What a sight!"

Bao grimaced. "What kind of girl are you?" he said. "What has made you such a loudmouth? If you talk so carelessly at home, you'll get all of us killed."

"Don't worry," replied Van, "I won't talk about it at all. If I can't stand my excitement any longer, I'll go to the garden, dig a deep hole and shout in it three times, 'I've seen it! The boat at Than Da Harbor is magnificent!' Then I'll fill the hole, OK?"

Bao shook his head. "I'd still be worried," he said.

Van was mad. "Why?" she asked.

Remembering an old story about a king with donkey ears, Bao said thoughtfully, "And if someone happens to dig in the same spot — what will become of us?"

Posters soliciting contributions in Indonesian, Vietnamese and English, were posted around the camp.

Photo by Lan Nguyen.

Volunteer refugee staff assemble an issue of Cultural Forum.

Photo by Consortium staff.

Kuku's[1] Sentiment . . . Galang's Fog

by Vi Y
(translated by Trinh Tuan)

Ku Ku! Ku Ku! Ku Ku!
Love has not been rejected!

This earnest voice resounds from the hearts of the forest birds.
In silence, the deserted island is animated with love of countrymen, of the same group, same boat.
So excited are the hearts
of the men who escaped from the Communist yoke,
of the ones who have found freedom . . . after having left long worries which withered the soul, crushed the mind.
Even of the unfortunate souls, sleeping on the bottom of the ocean after having ridden the waves, from anywhere, we have arrived here to reunite.

Ku Ku! Ku Ku! Ku Ku!
Love has not been rejected!
Therefore Galang's love is not sad!

Though plentiful invisible worries are in store for us in the future.
Though today's realities exist,
Though the fog of early mornings and late afternoons gives the hill tops melancholy . . .
The verdant forest, bright blue sea like the eyes of the girls of Cali,[2] Sydney, and Ontario . . . .
O, Saigon! Oh, my sadness! I salute you with compassion!
From deserted Galang have emerged the waves of cubic freedom . . . and they are called barracks.
Oh, the cubic freedom!
Enchanted, I greet you with my great hope.
In which afterlife will I be able to allay my debt?

1. Kuku is a first asylum camp on the Indonesian island of Jemaja.
2. California.

Integration: The Temple with a Tail

by Nguyen Lieu
(translated by Tran Cong Luan)

. . . .We shouldn't confuse integration and assimilation. In my opinion, . . . integration into a new community is to live in it, accept its cultural characteristics, but not to refuse special features of the first or old community. Confucianism has a popular saying: "The gentleman can live in any situation, rich or poor, and always keep his identity." [Further,] Confucius's "according to circumstances," is not the same as "running after opportunity." "According to circumstances" means living according to one's own situation. . . . "Running after opportunity" means following profit blindly and not caring about human morality. . . .

Integration into a new life requires each of us to have a clear-headed spirit of choice. It is so foolish for us to judge the goodness or weakness of the two cultures. We must "study and choose." I emphasize "study and choose" because we must choose what is suitable in a new community for us personally, what is suitable to our own situation (age, life-style, etc.). We must not follow blindly without choice. In this sense, someone used the term cultural "grafting" to replace "integrating." When we want to graft onto a tree, we choose one of the nicest, strongest branches of another tree and add it to the first, like grafting a lovely branch from a lemon tree onto that of a grapefruit tree. It is this choice which tends to make progress rather than backwardness.

"Assimilation," on the other hand, means changing into an entirely new cultural being and losing the first culture, even though it is a valuable one. Those who assimilate into a new culture say

"goodbye" to their own culture as well as to their cultural identity. They refuse to recognize their past and racial origin [in order] to follow the new ways completely. Speaking is easy, but doing is not. It is impossible for one or two generations to overcome all difficulties in maintaining cultural identity or assimilating.

In short, we Vietnamese refugees shouldn't have illusions that integration is the same thing as assimilation. Rather, we should adjust ourselves to a new life by the careful choices we make.

A letter from a resettled Vietnamese refugee to an American ESL supervisor:

It's been a long time since I got your letter, but I was so busy to write letter to you, because I had to do a lot of things to settle down. I apologize that I did not answer your letter soon. Since I came to Las Vegas, I got a job as a 21 dealer. For six months after that, I did not feel like that kind of job anymore. . . . That's why I quit [and] then I moved to Houston. After I moved to Houston, I got a job at Goodman Manufacturing Corp. As a machine operator, I really enjoyed my work. You know, my salary is depending on piecework. That's why I can make a lot of money. I really like my job right now. For my wife, she's attending beauty college. She likes her job, and maybe next month she will be finished. After that she gotta take a test at State Board at Austin. Right now, in America a lot of people are jobless. That's a problem in U.S. now. People in America are worrying about their jobs, because they don't know when they will be laid off or when their company will close. It's hard to find a job in U.S. right now.

Writing too much about America, I forgot to ask you about your life in Galang. I think I have absent mind. Is everything still the same in Galang? How have you been? I hope that you're always in good health and enjoy what you have. I really miss you so much, and I hope some day I could see you again. You're the only one American that I feel I like most, because you have something a little bit different from others. You joined us (our people), shared your knowledge and friendship, etc. . . . I respect you as my brother.

U.S. is not a strange and lonely place to me any more — I can face the problems and solve by myself. Do you know why? Because I believe on myself and my English ability — if any of Vietnamese people have two of those, they can overcome everything. I hope that you'll tell those two things to Vietnamese people who are on the way to U.S.

Well, I'll end this letter here. And I am longing to your letter. Wish you all of my best wishes. . . .

Cultural Forum was made possible by the voluntary work of supervisor Mary Pat Champeau, of writers, editors, and translators like Nguyen Van Phuoc, Nguyen Ba Loc, Ho Phap, Thich Quang Thanh, and of many others who did the printing, typing, and artwork.

Processing U.S.-Bound Refugees in Indonesia

Alan Barr
U.S. Refugee Office, Singapore

With the closing of the intensive training program on Galang in December 1986, U.S. government involvement in the teaching of English on the island came to a halt. Other American involvement on Galang — the interviewing and processing of refugees for possible resettlement in the U.S. — will continue without change. Indochinese refugees in Indonesian camps will continue to be accepted for resettlement in the U.S. as during the past four years. However, after the refugees have been accepted, those eligible for training now will be moved to the Philippine Refugee Processing Center (PRPC) at Bataan rather than transferred to Galang Site 2.

Exactly what is this selection process? How are some chosen to be resettled in the U.S., while many others — even those who have been on Galang for much longer periods — are not? This article explains what a Galang refugee experiences before arriving at the PRPC for formal enrollment in the Overseas Refugee Training Program or, for the small number ineligible for training, departing directly for the United States. The process parallels that in other first asylum countries in Southeast Asia.

Most refugees who reach Indonesia do not come directly to Galang. Instead, they first reach Indonesian soil at one of the small, remote islands in the Anambas and Natunas groups, approximately 300 miles northeast of Galang. Local Indonesian authorities assist the United Nations High Commissioner for Refugees (UNHCR) in transporting these refugees to a first asylum camp, such as Kuku Camp in the Anambas. The refugees stay there for several weeks to meet the initial two-week quarantine requirement and to await transportation to Galang on chartered vessels.

Actual processing of the refugees does not take place until their arrival on Galang, at which time the UNHCR is responsible for initial resettlement interviews. The refugees receive a "blue card" which contains basic personal information. This is used by the UNHCR and delegations from resettlement countries to determine which countries, if any, might be interested in accepting individual refugees. Based on the information obtained during the initial interview and that on the blue card, the UNHCR recommends to the refugees potential resettlement countries. The recommendations are based largely on refugees' family ties to those countries. The resettlement delegations—except that of the U.S. — normally interview refugees only at the request of the UNHCR.

The U.S. program differs largely because of the great number of refugees admitted to this country. The Joint Voluntary Agencies (JVA) office interviews and keeps a file on all refugees interested in applying to the U.S. This initial "pre-screening" by JVA usually takes place immediately after the initial UNHCR interview. The file established is similar to the UNHCR blue card but contains more detailed information and is based on U.S. selection criteria. For example, it includes information on the refugee's military background, which is not of immediate interest to the UNHCR. If the individual refugee meets the U.S. criteria, and if the information in the file is verified by the Refugee Office in Singapore, the refugee then meets with the Immigration and Naturalization Service (INS) officer for final determination of eligibility.

The criteria for admission of Indochinese refugees into the U.S. are clear-cut, although they may not always appear so and, indeed, some individual cases are very complicated. Acceptance is a two-part process. A refugee must first establish claim to a U.S. "priority." After that, he or she must meet the definition of a refugee, as set forth in the Immigration and Nationality Act.

Priorities are based either on family ties in the U.S. (from sibling to grandparent) or employment with an American or Vietnamese governmental agency, or with a private American firm, prior to the U.S. departure from Vietnam in April 1975. The children of individuals so employed are also eligible for a priority, based on their parents' employment. The current U.S. priorities are, briefly:

Priority one — life and death situations (rarely used); priority two — direct employment by the United States Government; priority three — immediate family in the U.S.; priority four — Vietnamese government or military employment or employment by a private American organization; priority five — extended family; priority six — any person who does not meet the definitions of priorities one through five. Every refugee on Galang who can establish a claim to priorities one through five is considered for resettlement by the U.S. Refugee Program.

Once the claim to such a priority is verified by documents, employment records, and refugee files of family members already in the U.S., the refugee is presented to an INS officer. The officer attempts to establish that the applicant fled Vietnam (or Cambodia or Laos) from fear of persecution, either because of the person's activities before 1975 or for ethnic or religious reasons. If the INS officer is satisfied that the applicant did face persecution in Vietnam, the refugee is accepted for resettlement and those eligible (most of the approved cases) are sent to the PRPC in Bataan for training.

If the INS officer determines that the applicant left Vietnam for reasons that did not involve any identifiable persecution — avoiding the draft or seeking better economic conditions, for example — the application is denied under Section 101(a)(42) of the Immigration and Nationality Act. U.S. processing of the case then ceases, unless new information emerges that might give evidence of persecution. Applicants with immediate family in the U.S. who are not accepted as refugees may be eligible for entry into the country under normal immigration laws, in which case they may enter the U.S. directly with immigrant status.

The final processing procedure within the Refugee Office is the JVA resettlement interview, which takes place immediately following acceptance by the INS officer. At this interview, information is gathered which will ultimately determine where the refugee will be resettled in the United States. The biographical information on a refugee case is forwarded to a central distribution point in the United States where the case is "allocated" to a voluntary agency for sponsorship. The Department of State has contracts with 12 domestic voluntary agencies to sponsor refugees. These voluntary agencies have affiliates located across the country. Generally, an agency will sponsor a case only when it has a local office within 100 miles of the refugee's final resettlement site. Sponsorship duties entail either directly executing or overseeing a variety of initial resettlement services to refugees (e.g., locating housing, orientation to the community, health screening, school registration, etc.).

For many refugees, family reunification is the prime factor in determining the final resettlement site and which voluntary agency will sponsor the case. However, if an individual has no family in the U.S., a voluntary agency will still sponsor a case to a site where it has a local office. The process of locating the anchor relative in the U.S. or selecting an appropriate resettlement site for the refugee who has no ties in the U.S. takes place while the refugee is enrolled in the Overseas Refugee Training Program.

The final steps to be completed before the refugee's departure for the U.S. are obtaining the medical clearance (to confirm that the refugee is free of contagious disease) and arranging travel to the U.S. resettlement site. These activities are the responsibility of the Intergovernmental Committee for Migration (ICM). Each refugee must sign a promissory note to repay the ICM travel loan through the sponsoring voluntary agency or an approved designated representative. ICM processing occurs while the refugee is in training so that the refugee can depart for his new life in the U.S. promptly after graduation.

Alan Barr is U.S. refugee coordinator for Indonesia and Singapore. A foreign service officer, he has worked in Singapore and Galang for four years. He lived on Galang for six months in 1980 when the refugee processing center began operations there. During that time, he taught an informal evening ESL class. Prior to his assignment in Singapore, Barr served in Brussels, Stuttgart, Vienna, Lagos, and Thessaloniki. He has a BA in political science from Stanford University.

The Learning Center

Galang Learning Center Staff
Galang Refugee Processing Center

The Galang Learning Center was established in March 1986 to serve the special educational needs of certain groups, among them the elderly, women, those with physical handicaps that interfered with learning, slow learners, the non-literate, and the emotionally troubled. In this article, Learning Center supervisor Mary Pat Champeau and staff remember how it was.

Pre-service training for the Galang Learning Center began with the phrase *Small is beautiful* — more a reminder than a motto. We were a small staff and would be working with a small population. We hoped to set up and maintain the program in small, careful steps, keeping our expectations realistic and our goals clear. It was hard to do, and we knew there would be times when we would forget, so below *Small is beautiful,* we hung a second reminder, *Mistakes are valuable.*

Since that time, the Learning Center has gone through many changes — changes in direction, focus, staffing, and types of students. But one thing remains constant, and that is the willingness of people to give of their time. The Learning Center depends, in large part, on volunteers, and from the beginning there has never been a shortage. Volunteer teachers, aides, and translators came from all components in the program, as well as from the Vietnamese community. Classes that required only one teacher often had two. People were rarely absent and never late. It was this spirit of giving that allowed us to grow, and when we were no longer as small as we once were, it didn't seem to matter. The bigger our program became, the fewer mistakes we seemed to make.

Classes for the Elderly

Mulyadi Amir taught ESL and Cultural Orientation (CO) classes for visually and hearing impaired students during regular teaching hours. In the evenings, he organized a volunteer outreach program for elderly learners. Mulyadi had this to say about the program and its highly motivated learners:

> Mr. Kiet Truong of the PMI (Indonesia Red Cross) Counselling Service helped to identify elderly students, since very few were enrolled in any classes. We contacted all who were interested and invited them to join. We began with about thirty-five students. More came later.
>
> Pilot classes began on April 16, 1986. Students attended class for one hour, three evenings a week, for eight weeks. These classes were not part of any formal ESL program, so they were voluntarily taught by teachers, supervisors, and English-speaking Vietnamese aides.
>
> We designed the classes to meet the needs of the elderly in Galang and to build their confidence and readiness for life in a new country. We used a competency-based curriculum and emphasized oral communication skills for situations they would confront in the U.S. The most important skill for teachers to develop was patience, because the students were elderly and needed a relaxed atmosphere.

Elderly learners attend special evening sessions.
Photo by Julianto Djajakartika.

At the end of the first cycle, we gave a party for staff and students to share ideas about the classes. One of the questions we asked was "How can we best help these highly motivated people to learn English?" The students had two suggestions: Write everything very BIG on the blackboard and hold classes five days a week. Although we could not have classes every day, because it would be too hard on teachers who already worked full time, we considered the suggestions and added an evening of listening activities.

The students' motivation to learn another language impressed me a great deal when I considered their ages. All were over 55 years old, and some were close to 80. Some had never studied in a classroom before and couldn't read or write Vietnamese; others could read and write, but only in Chinese, so English was difficult. All of them did their homework, and there was rarely an absence.

When Mulyadi left the staff, another Learning Center teacher, Augustina Halim, assumed responsibility for the elderly program. She remembers her students with special affection:

What came to my mind when I took over the elderly program was that I'd be working with *old* men and women. As it turned out, they were old in age, but not in spirit. Every evening, they gathered at the Learning Center for class to begin, laughing and talking. They always came about 15 minutes early.

At the beginning of a new cycle, we made announcements through the public address system, churches, pagodas, and counseling services. Sometimes students came to the office saying, "We are elderly," but in fact they were still in their thirties, so we couldn't admit them.

It took a little while to get used to the students because of their special problems in seeing, hearing, and remembering things. We had to go slowly, but after a few evenings we learned how to adapt our methods, and everything was better. The students said it was a pleasure to study with others who are the same age, because they could relax. We agreed. It was a pleasure for us, too.

Since the IESL program is closing, and many of our volunteer Indonesian teachers will be going home, we began training Vietnamese volunteers in order to guarantee continuing support for the program. The curriculum has been re-structured into daily lesson packets to help them, and before they teach we hold guided lesson planning sessions to discuss the activities and the materials. Our Vietnamese teachers seem very professional and show respect for the students. By the middle of October, all the elderly classes, including a new class from Galang Site 1, were being taught by Vietnamese teachers.

Sessions for Women

"CO Plus — Sessions for Women" was an outreach program implemented and run by Learning Center teacher Augie Suribory. Only women were invited to the sessions, so that women's issues could be discussed without embarrassment. About these sessions, Augie writes:

Before starting that first session, we distributed questionnaires to more than 100 women to find out what concerned them most about life in the U.S. Some of the points identified were being covered in CO classes already, so we narrowed the topics down to six: homeboundness, sexual harassment in the workplace, substance abuse in the family, domestic violence and shelters, violation (rape), and crime prevention. We always used big posters, followed by other high-interest materials like picture stories, personal histories, and excerpts from actual letters written by refugees already in the U.S. We tried to give them just as much information as we could about handling problems.

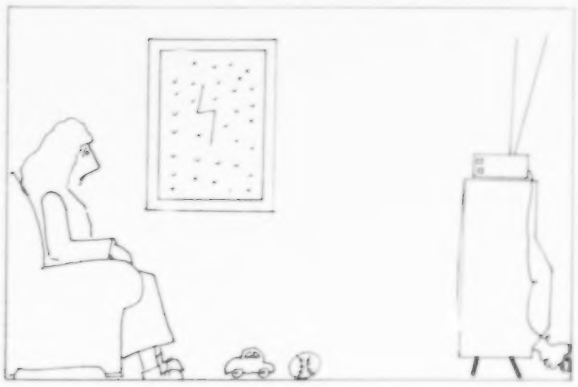
Women were allowed to bring their children to CO Plus sessions.
Photo by Augie Suribory.

CO Plus was offered every week, but in alternating cycles, so students attended every other week. Since the class was optional, it was hard to know how many would come. Usually we had between 20 and 30, and once we had 60. We always told the women that they could bring their children.

About 30 women came the first evening. Their ages and levels of education varied. Some brought children. I put up a colorful "welcome" sign, and Mary Pat hung U.S. maps, subway maps, and bus routes all over the room. Our first session was about being homebound. As an introduction, we gave everybody a small star and asked them to tape their stars onto a big map of the U.S. to indicate where they would be resettled.

We presented a big poster with a cartoon, gave them time to look at it, and asked them to describe it. It was a picture of a woman watching TV in the middle of the day with her bathrobe on. (See Figure.)

We asked two questions: "Why is this woman sad?" and "What can she do about it?" The women said she was sad because she was alone, and maybe in a new country; it



was cold, and maybe she didn't know English. She didn't live with her whole family, she didn't have money, her husband was working a lot, and she just stayed home.

Once we had identified the problem, we tried to see if they had ever experienced this before, and we talked about Galang. People get sadder if they stay in the barracks all day. People develop the habit of strolling around all the time just to be out. We agreed that this was very important: Sometimes, if you feel isolated, you don't go out very much, and after a while you feel afraid to go out at all. During many of our sessions, we pretended to be presenting the information just in case a friend or relative of the women there might have this problem. This helped to desensitize some of the more personal issues.

After talking about homeboundness, we asked them to get up and look at the transportation maps — really look. The women looked and said the maps were confusing. "Sometimes in order to break the cycle when you are homesick or sad," we told them, "you just have to get out of the house and see different places in your area or go to the store — even if you have nothing to buy, just to look. But maybe you feel trapped because the transportation is frightening."

We encouraged them not only to read maps but to study them. In case they were in an area where they would be required to use public transportation, we told them to get the maps right away, so that by the time they wanted to get out, they would be familiar with names and places. "Children can ride for free sometimes, and it's good for them to go out, too," we informed them. Our main idea was to say that the way we cope on Galang with feeling down, homesick and alone is the same way they can cope in another environment. At the end of our first session, we all had tea and cookies and enjoyed a good, lively atmosphere.

I talked to several women and learned that they enjoyed the discussions very much, because the information was new and not available anywhere else. "It is practical and useful," they reported. "Besides that, sometimes we like just to talk to other women, laugh, and have fun after a hard day. I feel that I have learned a lot about Vietnamese and American culture." A teacher said, "I learned that Vietnam is similar to Indonesia in many ways. For example, when someone of a higher position harasses a woman, she might tolerate it just to keep harmony, even if she is afraid. This happens everywhere, but it is good for women to know that at least there are some laws in the U.S. to protect them, and they can threaten to report the problem to show that they are aware of the laws, even if their English is not so good." In all the sessions, we gave the discussions a light and sometimes humorous tone, even though the topics were serious.

Program for Disabled Children

At the recommendation of Wendi Cooke, the nurse in charge of the handicapped population on Galang, Learning Center teacher Widi Sumaryono organized "Special Saturday," an outreach program for children with disabilities. Widi discusses the challenges — and rewards — of working with this group:

When I first started working with these kids I thought it would be a piece of cake. But all of them had special physical or mental problems, and it wasn't long before I realized that my expectations were unrealistic. We couldn't have a regular class, where the activities could follow one another smoothly, and everything has some clear educational objective. There were other considerations. I began to read and think about the cognitive domain, the development of psycho-motor skills, and how these affect the learning process. I still believe in guidance and structure, but I have broadened my idea of "learning."

Simple playtime activities were an important part of the "Special Saturdays."

Photo by Augie Suribory.

Learning Center teacher amuses handicapped children by playing with their crutches.

Photo by Augie Surbory

The children's short attention span was one of our greatest challenges. We changed the activities at a rapid pace and did not set individual goals, as we do in other Learning Center classes. I just tried to discover what activities they liked, and then decided how I could make these activities most beneficial for them.

I would meet my colleague, Augustina, in the dining hall every Saturday morning at about 7:00 a.m. Then she would prepare the classroom, while I went with the truck to pick up the kids. By 8:00, we would be ready to begin. All the toys would be out, and the children could do whatever they wanted. Khan liked singing and playing with her braille cards. Thuy cannot walk without crutches, but his favorite game was Kung Fu. Some of the kids just wanted to sit on the mats and eat cookies. Later, we would have them participate in more directed activities.

For me, personally, they were not just kids — they were my friends. I would visit them in their barracks and chat. They would call me in a special tone, "Weeeediii," and I loved to hear that.

Although the primary objective was to provide recreational and educational activities for the children involved, we also hoped to introduce parents and families to the kinds of services that might be available in the U.S. and other third countries for their children. Therefore, families were always invited and often came along with the children.

Tutorial Program

Wherever possible, we mainstreamed the students into the IESL or RESL programs. But for many Learning Center students a formal classroom was not appropriate, so we established a tutorial program. Steve Badman, the psychiatric nurse on Galang, referred to us those students with mental health problems who felt more comfortable learning one-on-one. Julianto Djajakartika, a volunteer tutor from the ESL component, was both frustrated and pleasantly surprised by the experience:

This teaching was done in the evenings twice a week. When this tutorial class began in April 1986, I was not really sure if I could continue teaching these "special" students. It was not the time I had to give, but rather that the essence of the teaching was so different from my everyday job. The tutorials were one-on-one with students who had had mental health problems. But to my surprise, the close personal contact usually brought about a feeling of security for both the teacher and the students, and this made everything more enjoyable.

It's true that teaching didn't go smoothly all the time. At times I felt upset, especially when the student I was working with didn't understand me, even though I felt I had given a clear explanation. I also became annoyed when the student forgot almost everything he had learned. However, none of this was serious. I could overcome any unfavorable feeling by reflecting on who my students were. I could smile and laugh with them, but the challenge was there until the end.

Relying on Refugee Volunteers

When the closing of the IESL program was announced in May, we began to consider possible ways of maintaining some of the special needs classes and outreach programs: classes for people who had physical disabilities that interfered with learning, a class for slow learners and non-literate students, three classes for the elderly, tutorials, the children's program, and the weekly session of CO Plus for women. Many of the volunteer teachers would be leaving Galang soon for new jobs.

We went to the Vietnamese volunteers, and they agreed to attend an intensive teacher training, modeled after the RESL teacher training program. At the end of the two-week training, we had six new teachers from the Vietnamese community. One, Ha Tran Banh, who worked with a small group of students in a larger class of slow learners, found out what all good teachers discover — To teach is to learn:

When I was a new instructor in the Learning Center on Galang, it was really hard work for me. Although the number of my students wasn't so great, they were non-literate adults, handicapped, slow learners, and mentally

unhealthy. They were of different ages and backgrounds, too. With my inexperience in teaching, I was confused by these students. Thus, I had to take a period of time to try to understand them individually.

We always had to assess the students and put them in the right class. We now have two daytime classes. We call them high level and low level, but they are really both low levels. Students have ESL and/or literacy for three hours a day, and those who are U.S.-bound have to study CO. One teacher and I are responsible for the low-level class. We work with individual students, devise teaching materials, give them homework, and do barrack visits a few times a week to reinforce what they learn in class.

Since the non-literate adults cannot even copy numbers and letters, we made a special workbook for them. We draw pictures of the vocabulary they have learned, and write the words using dots they can trace at home. Because they cannot always remember what they study at one sitting, we review the old lesson every day. It is very important for them, and it takes one and a half hours each morning. Sometimes we have to spend the whole morning reviewing, because they seem to forget everything. Besides review, we post many vocabulary items and pictures on the wall, so they can see words as soon as they step into the classroom. We hope they will gradually learn them.

Every day we have teacher training for more than one hour. Because our program is still a young one, there are many problems, and sometimes we invite experts from other agencies to consult. In this way, we can get more expertise and learn to manage our program better. Our program takes referrals from many other agencies in the camp, like Social Welfare, ICM, Counselling, UNHCR, and RESL.

I'll be leaving Galang soon. Although I worked here just a short period of time, I liked it. Besides helping people, it gave me a lot of experience in teaching, and I learned a lot from the professional teacher I worked with, too. I think I have not wasted my time in this camp. I studied and helped others. Even though it was just a voluntary job, I was serious about it. We are teachers, but in fact we are learners, too. We learn from our students how to teach. We were all students before, and we must remember the feeling we had as students.

Being a teacher, though, is hard work. It really is very hard work.

Yes, teaching is work, but every aspect of beginning and maintaining a new program was made easier by the wide support and genuine concern for students here. It came from everywhere and made all the difference in the world. We especially appreciated support from Larry Ritter, Randy Rice, coordinators, supervisors, teachers, volunteers, drivers, administrative staff, RESL, other agencies, and friends. By now readers might be tired of hearing this, but we believe there are certain things that could happen only on Galang. We feel lucky to have been part of one of them.

***Learning Center Staff** (from left to right): Widi Sumaryono, senior teacher Julianti, Augustina Halim, and Mary Pat Champeau. Not shown: volunteer teacher Julianto Djajakartika, Augie Suribory, and Mulyadi Amir.*

Learning English Begins with RESL

Michael Kendellen
Galang Refugee Processing Center

The basic objective of the Regular English as a Second Language (RESL) program in the asylum camp on Galang is to teach beginning English to adult refugees seeking resettlement in a third country. The RESL program operates concurrently with the program for U.S.-bound refugees, and many of the U.S.-bound refugees study in the RESL program prior to their acceptance in the U.S. and their entry into the intensive program.

But teaching English is just a part of what we do. RESL is actually a multifaceted program, providing professional development for Indonesian teachers, as well as job training for over 300 refugee volunteers who work as English teachers, translators, and office workers. In a place where boredom and inactivity could easily dominate, it is an important social outlet for refugees. RESL is where long-staying refugees find a home and a purpose during their long wait for resettlement opportunities. And it is a program in which nearly 2,500 students a month study English. In short, RESL meets the professional, educational, and social needs of refugees through a diverse multicultural staff in a unique setting.

How RESL Helps

RESL classes are taught three hours a day: The first two hours concentrate on vocabulary and grammar; the third hour emphasizes listening skills. On the average, nearly 600 students graduate every month from the A-, B-, C-, and D-level classes. Classes meet five days a week for six-week courses. After each course, students are tested on their speaking and listening skills. If they meet the proficiency and attendance requirements, they receive a certificate of achievement and are enrolled in the next-level class. Students who do not pass the final oral exam are asked to repeat the class.

RESL students are a transient group. Class enrollment starts at 40 students, but after six weeks it is not uncommon that only 25 or 30 remain. Students drop out for many reasons. Some are ill or prefer self-study; some lose interest because they have been on Galang too long; others have family situations that take precedence over studying. But in spite of the voluntary nature of the program (no one is required to attend classes) and the troublesome complexities of refugee life, approximately 75 percent of the refugees over 15 years old attend RESL classes.

Refugees in the RESL program are encouraged to use the library.
Photo by Antonius W. Sumitra.

There are incentives for refugees to study in the RESL program. Resettlement delegations from potential host countries recognize RESL certificates of achievement as an indication of motivation and of effort at self-improvement. English language proficiency is a critical factor noted by the United Nations High Commissioner for Refugees when conducting pre-screening interviews of refugees lacking family links to other countries. High English proficiency enhances a refugee's chances of being accepted for resettlement.

Refugees are successful language learners in RESL. We tracked former RESL staff and students who were U.S.-bound refugees in the Galang Processing Center's ESL classes. We found that over

90 percent of RESL students with at least a B-level RESL certificate had been placed into the processing classes at C-level or higher there. Many former RESL teachers had become translators in the processing center program. This speaks well for the preparation RESL provides.

RESL graduates not bound for the U.S. stay on to become RESL teachers or to work as translators and office workers for other Galang agencies. To help these volunteers in their interviews for resettlement, RESL issues letters certifying their work and study achievements on Galang. RESL maintains a close relationship to resettlement, providing refugees with opportunities for learning English, for self-improvement, and for volunteer work. In this way, the program provides refugees with a reason, not only to study English, but also to participate actively in daily camp life.

Classes in the RESL program are taught by refugee volunteers.
Photo by Antonius W. Sumitra.

RESL Staff

All Galang agencies promote refugee self-help. Refugees are encouraged to be as involved in programs as possible, helping to provide needed services. Certainly the backbone of RESL is its nearly 300 refugee volunteers who work as teachers, translators, and office clerks.

RESL has a staff of about 100 refugee English teachers each month. Teachers are selected from the C-, D-, or higher levels and are given a 12-day Prospective Teacher Training (PTT) course. They are taught basic Audio-Lingual Method (ALM) to teach dialogues, vocabulary, drills, and listening comprehension. We have found ALM to be appropriate, effective, and practical, since most of the volunteers are inexperienced teachers, and the turnover rate is high. Upon graduating from the PTT course, each volunteer is assigned to teach either the two-hour grammar/vocabulary part of the lesson or the one-hour listening session. The teachers follow daily lesson plans developed by expatriate supervisors. Because we lose about ten teachers each month to departures, we need to conduct the PTT course every six weeks.

Teachers are the most visible workers in the program, but refugee volunteers provide other vital services as well. A team of artists has produced and revised nearly 20,000 teaching materials — flashcards, posters, dialogue grids and flipcharts — for use in the program. At each school and in the RESL Special program for long-stayers, there is a refugee principal who, under the supervision of Indonesian senior teachers, serves as the chief administrator. Other volunteers work as office clerks, gardeners, carpenters, and class monitors. RESL could not provide all the services it does without the willing participation of refugee volunteers.

Professional Support and Development

A staff of three expatriate supervisors, an expatriate program manager, three Indonesian administrators, and 18 Indonesian English teachers provide professional support and continuity, which is an especially important element in a program that relies on temporary volunteer refugee staff. The supervisors contribute their experience and expertise on curriculum and staff development by providing workshops, training, and English classes for the Indonesian teachers.

There is a full day of training every other week. The morning training session is for Indonesian teachers and refugee volunteer teachers. It promotes team building through English classes and workshops on teaching activities. The afternoon sessions, which supervisors conduct for Indonesian teachers only, consist of training in ESL methodologies and cross-cultural topics. On-going staff training also includes teacher observation and feedback by supervisors.

Long-Stayers and "RESL Special"

RESL monitors the work/study requirements of the "long-stayer" refugees, those who have been on Galang for two years or more. Our Resettlement Liaison Assistant (RELA), with the help of refugee volunteer caseworkers, follows up on long-stayer activities to enhance their resettlement prospects. The RELA interviews all refugees who move into the long-stayer category to learn their resettlement status and to assess their English ability. Then the

RELA determines whether they should study in the RESL Special program or pursue other options.

RESL Special, begun in September 1984, provides evening English classes for long-stayers with limited resettlement prospects. The program was designed so that long-stayers could either study English or become teachers until they are accepted for resettlement. In two years, over 400 long-stayers have gone through the program. Classes are taught by Indonesian refugee teachers who attend a training course similar to the PTT.

IESL Closure

The closing of the processing center program is causing changes in RESL. We will revise our administrative and support systems as the large processing center structure is reduced. We will also incorporate the Learning Center and an orientation to the Philippine Refugee Processing Center program into RESL. These two programs will allow us to expand while continuing to provide "regular" educational and social outlets for the first asylum refugee population.

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passage staff

— special Galang issue —

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INFORMATION FOR AUTHORS

Passage: A Journal of Refugee Education was established to provide an exchange of information among the staffs implementing the Overseas Refugee Training Program and service providers in the U.S. Contributions come from individuals working in programs overseas, as well as from writers in the U.S. The articles are written for a wide range of readers – the Work Orientation teacher or English as a Second Language supervisor in Southeast Asia, the volunteer tutor or social service worker in the U.S., and others who are directly involved in refugee education.

The following types of articles comprise the main part of the journal:

- Theoretical articles related to refugee education in the training sites or U.S. programs
- Descriptions of projects and activities related to refugee education programs
- Practical teaching and training articles
- Reviews of books, articles, reports, and audio-visual materials relevant to refugee education

Photographs illustrating aspects of the educational program will also be published.

Articles should be in English and should not exceed 5,000 words. Where appropriate, authors should submit graphics or suggestions for graphics (charts, illustrations, etc.) to accompany their articles.

Articles should be accompanied by a brief biographical statement and two black-and-white photographs of the author.

Determination of articles to be included in **Passage** is made by the editors. The editors reserve the right to make changes to enhance clarity or style in any manuscript accepted for publication. The author will be consulted only if editing has been substantial.

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